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An inventory test of American government and politics for high school seniors.

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AN INVENTORY TEST OF AMERICAN GOVERNMENT AND POLITICS FOR HIGH SCHOOL SENIORS

Submitted by

ROGER FRANKLIN HOLMES

(A. B., Wesleyan University 1920)

In partial fulfillment of the requirements for the degree of Master of Education

1934

Reader - John J. Mahoney, Professor of Education

FOREWORD

The writer wishes to acknowledge his extreme obligation to Dr. John J. Mahoney for his inspiration toward the initiation of this study and for his valuable guidance and great patience throughout the course of the work.

He further wishes to acknowledge the assistance to him of the materials of Dr. Hockett's study, Neal Billings' study, the study by Dr. Peters, and the unpublished study by Norman Hunt.

He wishes, finally, with all the gratitude at his command, to acknowledge the patience and help of his wife who rendered invaluable assistance in the clerical work of this study.

R. F. H.

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INTRODUCTION

The purpose of the study

The purpose for which this study is undertaken is to devise an objective instrument to measure the ability of the present day public school graduate to cope efficiently with the problems of government and politics with which it is the obligation and privilege of the United States citizen to deal. The broader educational aim of which this present study is an essential step is the determination of the nature and extent of the intellectual and emotional equipment with which the average graduate of the American public schools faces the duties and privileges of citizenship. This present study, then, is a problem of test construction, it has to do with the specific fields of government and politics, and it will treat them from the standpoint of the average citizen's participation in them.

The occasion for the study

That the writer chose to undertake a study in this particular field was due to a combination of causes. First of all may be noted briefly the fact that the writer has placed, throughout his graduate

study, rather heavy emphasis on the subject of Civic Education. This has been due to the inspiration of Dr. John J. Mahoney, whose courses in "Civic Education" and in "Reorganization of Social Science Curricula" the writer has been privileged to complete. It is further due to the fact that the writer's work in public schools has had to do specifically with social science curricula revision, with the teaching of courses which have to do with the bases of curriculum construction, and of courses in Civic Education.

This background of study and teaching has led to the firm conviction on the part of the writer that the strongest justification of public education and its cost is the extent to which it can produce citizens who can participate efficiently in the form of society and government which the people of this country deem to be the proper order. It has led to the further conviction that it devolves upon those engaged in education to ascertain as accurately as is possible the extent to which public education is producing or failing to produce efficient citizens. This study is an attempt to devise a means for such discovery, in two specific fields, government and politics.

Dr. Mahoney provided the more immediate occasion for this study. He developed at length, in courses

which the writer took, a basic view-point concerning the method and basis of determination of teaching objectives in social science. This theory has been called the "shortages" theory, that term is fairly suggestive of the nature of the theory, and for the purposes of this study will be employed. This "shortages" theory, in brief outline, is premised on the belief that in the determination of teaching objectives for the development of efficient citizenship it is neither economical nor effective to synthesize the perfect citizen as is attempted by so many curriculum makers in this subject field, but that, rather, the proper procedure is to critically analyze society to discover the civic shortages, the deficiencies, misinformations and bad attitudes that militate against the attainment of a truly democratic order of society. Then, by the process of reversing these shortages, the curriculum maker will be in possession of his basic objectives, secure in the knowledge that each one represents a definite social need, and hence is entirely justifiable and necessary in public school education for citizenship.

It is obvious that the analysis of society implies a further analysis of the public school product to discover in what regards we are failing or succeeding in meeting these discovered social needs. The purpose of

this study, to restate it once more, is to devise a battery of objective tests for administration to public school pupils at the completion of their high school career, these tests to take as complete inventory as possible of the informations, understandings, skills and attitudes which these pupils possess which bear upon their probable efficiency as governmental and political participants in American society. It was purposed originally to attempt to discover the nature and degree of the shortages in equipment in all the recognized phases of social participation. The necessity of the limitation of this study to a consideration of government and politics alone became apparent during the course of the work.

The study as originally projected was to fall into four major divisions as follows: Informations, understandings, skills and attitudes relating to (1) Government and Politics (2) Economic and Industrial Affairs (3) Social Relationships and (4) International Relationships. These divisions were chosen more or less arbitrarily, but with some basis of justification. First, these divisions appear to be comprehensive. Secondly, Dr. Mahoney, in his development of the "shortages" theory, recognizes the first three fields listed above, and would probably recognize, in the opinion of the writer, the field of

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International Relationships as a part of the field of Government and Politics. Thirdly, the writer of this study is greatly indebted to Dr. John A. Hockett for his study entitled "A Determination of the Major Social Problems of American Life", a study which attempts to determine the problems of American democracy by means of a comparison of expert opinion and a synthesis of the individual opinions into a comprehensive list of problems and issues. His study has led him to the belief that the problems properly classify under the four divisions listed above. The writer of this present study believes that International Relationships deserves to be set apart, for quite different from efficiency in United States citizenship, economic or social efficiency, is efficiency in world citizenship.

The originally projected study was begun and has been developed to the stage of rough first draft of the measuring instruments. It has, at that stage, been temporarily abandoned for several reasons. It was patent, soon, that a study of such scope requires complete devotion to it on the part of the student over a period of time of great length. It is not the writer's intention to undertake a task of such size that he can not do it some measure of justice. He felt that his maiden effort in this field had best be limited to a problem the

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dimensions of which offer some promise of possibility of completion within a reasonable period.

This completed study is devoted to the first division of the study originally projected. It is a group of objective tests to measure qualitatively and quantitatively the testee's informations, understandings, skills and attitudes with regard to Government and Politics. The study originally projected will be completed, it is hoped by the writer, as a partial requirement in further graduate work.

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CHAPTER I

THE NEED FOR THE STUDY

The present status of democracy and democratic practices

That there is a deplorable lack of efficient citizenship is all too evident to even the casual observer. It would be possible to multiply critical opinion to this effect "ad nauseam". The instances are many where the students of the contemporary social order conclude that self-government in practice is so gravely defective that the institution of democracy must undergo an immediate and a thorough regeneration or else give way to some other form. That certain democratic forms and practices have been abandoned in favor of more autocratic government is true not only in many other nations of the world, but is true in a very real sense in the United States today. There has been a degree of recognition of the inadequacy of the legislative representatives of the people to cope with national emergencies.

Walton Shephard Hall, in a report of a graduate study, finds "contemporary critics --- unsparing in their observations of democracy".[1]

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[1] "Political Intelligence, Then and Now" - Walton Shephard Hall, Master's Thesis, Boston University, 1931, p. 3

Chapter 2

THE TEST OF THE BOOK

The general status of democracy and humanistic practices that there is a considerable lack of efficient citizenship is not too evident to even the casual observer. It would be tantamount to multiply critical opinion to this effect "ad nauseam". The instances are only where the elements of the contemporary social order admitted that self-government is practicing in no gravest deficiency that the institution of democracy must undergo an immediate and a thorough regeneration or else give way to some other form. That certain democratic forms and procedures have been abandoned in favor of more autocratic government is true not only in many other nations of the world, but it true is a very real menace in the United States today. There has been a degree of recognition of the inadequacy of the legislative representatives of the people to cope with national emergencies.

Walter Lippmann Said, in a report of a graduate study, that "citizenship, critics ---- disparaging in their observations of democracy".[1]

[1] "Political Intelligence, Does Not Know - Walter Lippmann Said", Walter's Times, Boston Herald, 1931, p. 8

An examination of the quotations which Hall presents to support the foregoing statement allows a further observation. It can be truly said that these critics show a common tendency to inveigh against the citizen himself in his participation in government, rather than against the theory of democracy as an ideal. Their insistence is first upon the complexity of present day society, and second upon the present inability of the average citizen to comprehend in any clear way the significance of the social phenomena around him, or to find his place as a participant in the social order. A few of the more significant expressions of opinion will serve as sufficient illustration.

> "He (the voter) will be as bewildered as a puppy trying to lick three bones at once."[1]
>
> "The private citizen today has come to feel rather like a deaf spectator in the back row, who ought to keep his mind on the mystery out there, but cannot quite manage to keep awake."[2]
>
> "To approximately 119,000,000 people politics is a closed book. Many, of course, think they know something about it, just as they always think they know something about everything. Actually, the great bulk of the 119,000,000 are thoroughly muddy-minded about politics, swayed by feeling rather

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[1] ibid. p. 1, quoting from "The Phantom Public" - Walter Lippmann, MacMillan Co., N. Y. C., 1927, p. 25

[2] ibid. p. 3, quoting Lippmann, op. cit., p. 1

> than reason, really incapable of clear-headed thought or understanding. That may appear rather a sweeping indictment, but any fair analysis of the voters in any precinct in any section will bear it out."[1]

Civic intelligence and the problem of adjustment

The conclusions to which Hall's study led him offer one, however, a certain degree of hope. Hall studied the political behaviors in the city of Malden, Massachusetts, at two different periods, separated by thirty years. His method of investigation included the study of recorded votes on certain political issues, the study of public opinion from old newspaper files, and the interview of old inhabitants. His final conclusion was that there is no evidence that political intelligence in that community is any less, and that "there are some signs of political intelligence being on the increase."[2]

Damon, in a comparative study of the civic information possessed by school pupils in two mid-western communities, makes certain observations the implications of which may be taken as hopeful. His findings seem to argue the possibility of greater educability of the school pupil to the end of efficiency in citizenship. Damon divided the testees into three groups on an economic basis, judged by the value of their places of residence and by the occupa-

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1 ibid. p. 4, quoting from "Political Behavior" - Frank Kent, William Morrow and Co., N. Y. C., 1928, p. 8

2 ibid. p. 128

tions of their fathers, as well. The "low" group was superior on the understanding of the one term, "strike-breaker". That it happened to be that particular term seems significant to the present writer. Cannot more be done to provide school experiences that will bring to the children of every economic class the understanding that Damon's "low" group has so well learned from their home environment? Damon further found that often the members of this "low" group possessed slang synonyms for the terms called for by the test, and that these synonyms were clear enough in meaning. Do not we in public schools already know how to remedy this vocabulary barrier to better mutual understandings, and is there any reason other than inertia that prevents us from being about our task in matters of this sort?[1]

Cook studied the attitudes of high school pupils toward three governmental topics, namely, the United States Constitution, Law and Law Observance, and Patriotism. The following findings again strike the hopeful note with regard to the educability of the average school pupil to the end of greater efficiency in citizenship:

> "In the comparisons with respect to Attitudes toward Law, the trend is in favor of the upper

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[1] "A Comparison of the Civic Information Possessed by Children in Chicago and Peoria" - Russell Ingram Damon, Master's Dissertation, Dept. of Education, University of Chicago, 1929.

age groups."[1]

"The higher the class level the smaller is the score in favor of the Constitution."[2]

"The higher the school class level, the better the statements are understood."[3]

Cook notes the growth of discrimination and the loss of the "tendency parrot-like to repeat --- platitudes. He (the pupil) begins to wonder if things might not be improved."[4]

One, then, is not without evidence to support the belief that teachers of government have charges responsive along certain lines at least. Possibly, what is needed is not, so much, more intelligent pupils, as more intelligent discovery of and attack upon the vital problems of citizenship in our teaching.

Political intelligence or capacity and efficiency in political behavior may be and are, in the writer's opinion, all too often rather completely divorced. Peters in a discussion of the need of better determination of objectives and procedures in civic education presents two tables

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[1] "Attitudes of High School Pupils toward Government" - Lorrain A. Cook, Master's Dissertation, Dept. of Education, University of Chicago, 1932, p. 57

[2] ibid. p. 46

[3] ibid. p. 31

[4] ibid. p. 78

which the writer of this present study has taken the liberty of reproducing. The two tables, read each in the light of the other, are illustrative of the disparity between citizenship practice and optimum civic efficiency. Table I shows the estimated number of qualified citizens who have cast their ballots in presidential elections since 1876, as compared to the number who were legally qualified to do so. Table II, a selection of data from Peters' table, sets forth a percentage analysis of the reasons given by a particular group of non-voters for their failure to vote. The group is not a selected one in any sense, except that they are all residents of the same large American city.

The writer of this present study makes no extensive claims as to the significance of the data shown in these two tables. It shows plainly, at least, that a high percentage of our legally qualified voters have failed over a period of time to avail themselves of their privilege. It is not the writer's purpose to here attempt to say why. It is hoped that the present study will provide a means for throwing light on that question.

TABLE I[1]

Percentage of Electors Who Cast Their Ballots in Presidential Elections Since 1876

Year	Estimated Number of Electors[2]	Aggregate Number of Votes Cast[3]	Per-cent
1876	9,290	8,319	89.5
1880	10,200	9,198	90.2
1884	11,750	10,045	85.5
1888	13,200	11,390	86.3
1892	14,300	12,043	84.2
1896	15,350	13,777	89.7
1900	16,550	13,882	83.9
1904	18,700	13,375	71.5
1908	21,000	14,762	70.3
1912	23,200	15,031	64.8
1916	24,600	18,487	75.1
1920	51,350	26,674	52.0
1924	54,400	29,091	53.5
1928	58,200	37,707	64.8

[1] "Objectives and Procedures in Civic Education" - Charles Clinton Peters, Longmans Green and Co., N. Y. C., 1930, p. 9

[2] Taken from United States Census Reports, with deductions for unnaturalized population of voting age, and for persons prevented from voting by incarceration. Figures given are in thousands.

[3] Taken from World Almanac. Figures given are in thousands.

Particularly, in the case of Table II, presented on the next page, the writer does not claim that it furnishes any very valid basis for extensive judgment. However, attention is called to the reasons for non-voting numbered V through XIII. It is certain that they differ from reasons I through IV in one significant regard. Reasons I through IV may be fairly said to be due to circumstances beyond human control, and hence are not to be considered as indicative of bad civic behavior. Reasons V through XIII, on the other hand, in the opinion of the writer, do carry in each instance the implication of faulty civic behaviors and attitudes on the part either of the legally qualified voters themselves or on the part of others who in some sense controlled the situation. No meritorious construction can be put upon the attitude of the person who fails to vote due to fear of economic loss, or upon the attitude of those because of whom he fears such loss. What can we say of civic attitudes that make congestion or inaccessibility of polls a cause of failure to vote? What can we say of the failure to vote as a behavior occasioned by "disgust with political action"? Finally, what shall we say of the civic behavior and attitude of that startlingly high percentage who failed to vote because of indifference, on their own admission?

TABLE II[1]

Reasons for Non-voting Given by 5310 Persons in the Mayoralty Election of Chicago, 1923. (Distribution given in percentages.)

Reason		Total
I.	Illness	12.1
II.	Absence from home	11.1
III.	Inescapable home duty	2.2
IV.	Insufficient residence	5.2
V.	Fear of economic loss	5.5
VI.	Congestion or inaccessibility of polls	1.6
VII.	Disbelief in voting	7.8
VIII.	Objection by husband	1.0
IX.	Belief that one vote counts for nothing	1.5
X.	Disgust with political action	7.4
XI.	Indifference	27.9
XII.	Intended to vote but did not	8.4
XIII.	Ignorance or timidity regarding voting	7.1
XIV.	Failure of party workers	.9

[1] Peters, op. cit., p. 10, quoting "Non-voting" - Merriam and Gosnell, University of Chicago, 1924, p. 40

It may be fairly readily assumed that the increasing complexity of civilization brings with it a multiplicity of governmental and political problems which must be met by the average citizen, and which impose an ever increasing burden upon his intelligence and ability, however great or small these may be.

> "Life today is so much more complicated than any form which preceded it that understanding is more difficult than ever before."[1]

> "The modern mind has produced a horde of subtle ideas, far outnumbering the words which have been built up to express them."[2]

To summarize, briefly, the following generalizations may be drawn from the foregoing discussion: (a) that the present practice of democracy is badly deficient, (b) that the capacity for intelligent political behavior may not be decreasing, but may even be on the increase, (c) that there exist certain vital specific shortages in political and governmental behavior, and finally, (d) that in extenuation of bad civic behavior must be noted the ever increasing complexity and number of problems.

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[1] "Generalizations Basic to the Social Studies Curriculum" - Neal Billings, Warwick and York, Baltimore, Md., 1929, p. 4

[2] ibid. p. 4, quoting from Harold Rugg in the "Classroom Teacher", Vol. XI, p. 93, Classroom Teacher, Inc., Chicago, Ill.

The questions that confront us become plain in view of these generalizations. First, can we hope to keep pace in any better measure with the increase in number and complexity of political and governmental problems? In other words, does the increase in complexity outrun human capacity for adjustment? We must believe that it does not, and we must proceed in public education on that belief, if we are to premise a fundamental belief in democracy as our theory of government. Secondly, if the nature and extent of the specific shortages in civic behavior are discoverable, how far do the relative emphases in that agency for the promotion of civic efficiency, the public school, agree with the relative needs of society? The alternatives are plain. Either we must conclude that we are doing all that we can, and, hence, that efficient citizenship is a fiction, or else we must accept the obligation and enter upon the task of trying to eliminate in the product of public education the shortages that we discover to exist.

Present school practices as means to efficient citizenship

Nor do the students of society or the educational thinkers reassure us who teach or make curricula as to the high quality of the part we play.

> " ---there is evidence that not all the important facts are presented nor are the vital relationships indicated."[1]

Admitting that there is a constant and progressive increase in the complexity of governmental and political problems, we must further admit the need of constant revision of our teaching objectives to keep pace with change as far as possible. At least we must try to take the telic view. Always there is to be dreaded the perpetuation of dead subject matter, the acquaintance of pupils with problems that are no longer vital or even existent. Teachers, as they themselves well know, find it easy to become habituated to routine methods or to particular modes of thought. Too often is it possible to become habituated to a use of a particular text or course of study, which text or course was very probably drawn up by other teachers, themselves habituated to certain modes of thought.

That our present materials of instruction in social science are not to be trusted to meet the task of educating for optimum efficiency in citizenship is an opinion commonly found.

> "The present courses in history, geography and civics have been in use in the schools long enough to prove that they do not achieve the desired outcomes."[2]

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[1] ibid. p. 2

[2] ibid. p. 7

It is charged that the task of making them reliable, truthful and trustworthy has been beset by powerful opposition.

> "---forces are using the printing press to spread misunderstanding. Both the lay and textbook press have been guilty. History books must pass the inspection of racial groups in the population; civics books are censored by the "Power Trust"; newspapers dare not offend their advertisers; ---and the use of radio broadcasting stations controlled by various groups is refused those who disagree with the controlling bodies."[1]

That these texts and curricula have a doubtful validity is borne out by a number of recent studies. First, there appears to be no appreciable degree of agreement between the relative emphases of these texts and curricula and the relative importance of the contemporary problems of government and politics as determined by objective methods.

Meltzer devised and carried out an investigation of the understanding by school pupils at various grade levels of thirty-one important social science concepts. He determined the importance of the concepts through analysis of books and magazines. The maximum possible score per pupil was 248. The mean score attained by the pupils of the 12th grade was 158.91.

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[1] ibid. p. 5

"This shows that even in the 12th grade, where we would expect to find the most highly selected group of the public school system, there is still a great lack of understanding of important social concepts."[1]

"Earle Rugg made studies of the provisions of textbooks for educating pupils in items of value in the social studies. He studied only items whose value had been determined in some relatively objective way, such as by mention in magazines or critical books."[2]

"An examination (by Earle Rugg) of twelve social studies textbooks showed that a significant social term like 'open shop' was unprovided for in eight books. Is it any wonder capitalists, laborers and consumers are failing to understand each other?

Such an exceedingly important meaning as '<u>democracy</u>' was mentioned in the index of only <u>three</u> books. In these three books it was given <u>five</u> lines, one page and six pages. In three other books it was implied in the content. <u>In the other six it was neither mentioned in the index nor implied in the content</u>."[3]

McLaughlin, in the process of constructing an achievement examination in American government, analyzed the five textbooks that were used as basic or semi-basic in 139 out of 147 Iowa schools. He listed every concept found in each book, and thus discovered how far the five texts agreed as to the concepts considered vital enough for inclusion.

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1 ibid. p. 10, a digest and discussion of the results of Hyman Meltzer's study, "Children's Social Concepts", Teachers College, Columbia University, N. Y. C.

2 ibid. p. 11, a discussion of "Curriculum Studies in the Social Sciences and Citizenship" - Earle Rugg, Colorado State Teachers College, Greeley, Colo., 1928.

3 ibid. pp. 11 - 12. (The emphasis is the present writer's.)

"Under Congressional Organization there were 28[1] concepts that all five authors agreed should be taught, and 10 concepts that four authors agreed upon. There were only five concepts found upon which there was a total lack of agreement. This is in contrast to what should be taught about Education, or what the government has to do with Education. Only one concept was found which all five authors agreed should be taught, while there were 33 concepts listed by the five authors on which there was no agreement."

Table III of this study is drawn from the statistical findings of McLaughlin's study. The top horizontal row shows the number of books which included a particular concept. Each vertical column shows the number of concepts related to a particular broad topic which the number of texts specified at the top of the column included. For example, each of the five texts included 13 similar or identical concepts concerning Local Government. Again, two of the texts included 8 identical or similar concepts concerning Political Parties. The present writer has struck out of his table such data as was included on the original table in McLaughlin's study which seems to more properly classify under some general head other than government or politics.

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[1] "Construction of an Achievement Examination in American Government for Iowa High Schools" - Cecil Lewis McLaughlin, Master's Thesis, State University of Iowa, 1930, p. 10

TABLE III[1]

A Record of the Extent of Agreement of Five Textbooks in American Government on All the Concepts to be Found in All Five Textbooks

Subjects	No. of concepts agreed upon by 5 books	No. of concepts agreed upon by 4 books	No. of concepts agreed upon by 3 books	No. of concepts agreed upon by 2 books	No. of concepts agreed upon by 1 book
Amendments	3	1	1	1	
Boards and Commissions	9	6	1	6	3
Cabinet	21	13	8	15	17
City Government	18	13	9	8	10
Civil Rights	15	10	8	4	6
Criminal Procedure	4	7	9	13	10
Congress - Organization	28	10	9	4	5
Congress - Powers	18	10	11	6	8
Courts, Federal	20	8	8	9	5
Courts, State	3	6	2	2	3
Education	1	4	3	20	33
Foreign Problems	2	6	3	8	40
Government (theories and types)	8	4	6	9	3
Historical Facts	6	8	8	4	5
Local Government	13	5	3	2	1
Political Parties	6	13	3	8	15
President	33	23	6	2	2
State Constitution	13	15	4	5	13
State Officers	5	5	4	7	2
Suffrage	11	6	6	1	2
Taxes and Finance	18	22	15	9	15

[1] ibid. pp. 11 - 12. (Data selected from McLaughlin's table.)

The above table seems to point very clearly the failure on the part of the textbook writers to agree as to the necessary materials of instruction in the field of government. It is further significant that the texts employed in this analysis were used in all but eight out of 147 schools of a single state.

Ruth Boarman, from a similar analytical comparison of textbooks in American Democracy, comes to the conclusion that there is no agreement at all, but rather a great divergence. In this study, the number of pages devoted to each broad topic by each of six representative texts was the basis of comparison. While it may be doubted that the number of pages devoted by an author to the discussion of a particular topic is any valid basis for judgment as to the author's idea of its relative importance, yet such a basis is a quantitative measure (of a sort) of relative emphasis.[1]

Remland examined 59 civics texts to determine the nature of their content and format. He does not make any statement as to the extent of use in public schools of any of these books. Many of them may not be in general use. He notes, however, that 50% of them have been either published or revised since 1922. The

[1] "A Comparison of Textbooks in Problems of American Democracy" - Ruth Boarman, Master's Thesis, University of Oklahoma, Norman, Okla., 1931.

following quotations from his study merit attention:

> "The change in the subject matter of civics is really taking place much more slowly than one might suppose after reading the social science journals. ---the result is that we have the same subject matter taught under different names."[1]
>
> "As a matter of fact few adults come in contact with the political problems discussed by the authors of these textbooks. Few are concerned with 'Territories of the United States' or 'Amending of the Constitution'."[2]

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1 "The Contents of Civics Texts Used in the High Schools" - Benjamin S. Remland, Master's Thesis, School of Education, New York University, N. Y. C., 1928, p. 31

2 ibid. p. 33

CHAPTER II

THE BROAD CRITERIA OF THE PROBLEM

The writer believes that he has encountered enough evidence to prove the need of a determination of specific teaching objectives in government and politics. The next question is plain. Has this task already been done? What is the exact nature of the task, and how far do the previous studies meet or fail to meet the specifications of that task?

The problem is, in broadest terms, to devise some instrument to discover the specific need for revision and revaluation of the teaching objectives in the field of government and politics, in the public schools. It is to be an instrument for inventorying the civic equipment of the present day public school product. It is to discover as far as possible how the public school graduate is likely to act in governmental and political situations. Certain criteria for such an instrument are immediately obvious.

1. The instrument must be a test.
2. The test must as far as possible be valid. This validity must exist in two regards.
   a. The test must avoid as far as possible

opportunities for error due to causes other than deficiencies in civic equipment. This criterion argues, in effect, that the test must be objective. It further argues the necessity of providing a variety of ways for getting at the real nature and extent of the civic equipment of the testee.

b. The test must be built around those problems and issues with which it is vitally essential that the efficient citizen be able to deal.

3. The test must, for the sake of economy of effort, and in behalf of correct relative emphases, exclude problems and issues an understanding of which is not vitally essential to the efficient citizen. This criterion may be thought to tend to defeat the inventory purpose of the test. It should be stated, then, that the fundamental purpose of the test is to discover in what particulars we manage to employ the right amount and sort of teaching, <u>not</u> to discover in what particulars we achieve too much teaching about things that were better left untaught. The purpose, in other words, is to discover what we must do more of.

4. The test will not be adequate if it merely tests understandings and knowledges concerning government and politics. Since the end of this study is the promotion of more efficient civic behavior, the test must make the attempt to discover feelings, beliefs and opinions, - in short, the emotional as well as the intellectual civic equipment of the testee. The writer believes that one behaves in terms, primarily, of one's emotions; that, while these emotions are conditioned by one's knowledges and understandings, to argue from one's knowledge and understanding to one's probable behavior is a doubtful procedure as compared to a more direct attempt to measure one's attitudes.

How the writer has attempted to meet these criteria is set forth under the chapters dealing with "Procedure".

Before proceeding to a consideration of the previous studies in this field, it is necessary to set forth the opinion of the writer with regard to the basis upon which he intends to judge the validity of these studies. First of all, it must be noted that the writer has premised this study on the "shortages" theory as explained in the section entitled "The Occasion for the Study". That theory takes the view-point that teaching objectives must be formed in

the light of discovered specific social needs. It is based, too, on the belief that these specific social needs are to be discovered by a study of contemporary society. It does not admit that, by and large, the present social science materials were thus determined, that texts or curricula, generally speaking, have been written from this basis. Therefore, it will be necessary for the purposes of this study, to reject as invalid any measuring instrument which merely attempts to discover how well have been taught the concepts which any text or curriculum or group of texts or curricula declare to be the proper ones. The criterion of validity of content of the studies to be considered will be the question of how far those studies were constructed in terms of specific social needs, discovered by an analysis of contemporary society.

Further, it is the contention of the writer that shortages in contemporary society are best discovered by a particular technique. This technique is termed by Billings the technique of summarization of "opinions of competent authorities".[1] He states that "education should prepare children to live better than they now do. Who can help more to achieve this aim than the most competent students of the various aspects of life?"[2]

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[1] Neal Billings, op. cit., p. 56

[2] ibid. p. 56

Further, "these procedures --- do not rely on present practice for determining the content of the curricula".[1]

The last quotation gives the clue to the chief criticism of the technique that attempts to study contemporary society and to determine curricular needs through a "job analysis". Such studies usually fail to take into account the telic view. They assume that the goal to be striven toward is that which the best present practices exemplify. They fail to answer the question, "Are the best present practices good enough?"

The "frontier thinkers", to borrow Harold Rugg's term, will be considered the most competent to decide which are the most vital problems and issues of government and politics, and hence, a test the content of which has been chosen in terms of such competent opinion shall be judged, in this study, to possess more validity for the present writer's purposes than a test the material for which was determined on some other basis.

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[1] ibid. p. 55

CHAPTER III

COMPARISON OF PREVIOUS STUDIES WITH THE CRITERIA

This chapter is devoted to a critical discussion of a number of studies and tests related to the field of government and politics, and to the problem of this study. The attempt is made to discover in what significant respects each differs from or agrees with the criteria set up in the preceding chapter for a measuring instrument adequate for the purposes of this study.

The studies and tests which are compared are roughly grouped in terms of their general nature, and roughly in order of their relevance to the present study.

GROUP A Standardized Objective Tests in Government, Politics or Civics

I. The Hill Civics Tests

Authors - Howard C. Hill and Howard E. Wilson

Publishers - The Public School Publishing Co., Bloomington, Illinois.

These are a battery of three tests, namely the "Hill Civic Information Test", the "Hill Civic Attitudes Test", and the "Hill-Wilson Civic Action Test". Each of these tests is a twenty item exercise entirely in the multiple-choice form.

It is stated that "the items have been selected and formulated on the basis of (1) actual civic experience as reported by adult citizens located in many states (2) a study of the recent textbooks in social science and pedagogical literature in the field (3) judgment of leaders of research in the fields of social science and of testing (4) judgment of over 300 teachers, and (5) extensive trial with more than 1500 pupils of junior and senior high schools. It is believed that the items which have survived this process of elimination and refinement are valuable and representative of focal points in the machinery of civic cooperation."

The test of "Attitudes" and the test of "Civic Action" set forth specific situations and ask the pupil to select from a number of responses the one he thinks should be made.

These tests do not meet the criteria of this study in that they are by no means comprehensive enough to serve any inventory purpose. Further, they do not, being limited in the number of items and in the form employed, furnish a variety of attack sufficient to assure the tester that he will really tap whatever fund of

civic equipment the testee possesses.

II. American Council Civics and Government Test

Authors - Leigh, McGoldrick, Odegard, Wood.

Publishers - The World Book Co., Yonkers-on-Hudson, N. Y.

This test is published in two forms, A and B. There are norms and reliability data based on an adequate number of cases. There is no statement given as to the basis of selection of content. To the writer, the test seems to contain a rather high percentage of orthodox textbook civics. There are no controversial problems tested. The testee deals with the material in terms of his knowledges and understandings only. There is no attempt made to measure skills or attitudes.

III. American Civics and Government Test for High Schools and Colleges

Authors - Magruder, Chambers and Clinton

Publishers - The Public School Publishing Co., Bloomington, Illinois.

This test is published in Forms A and B. Each form consists of 120 items, divided about evenly between the multiple-choice and the matching forms. The writer found no statement as to the basis of selection of content. The test

appears from inspection, however, to be fairly comprehensive, although inclusive of some material which the present writer believes to be "dead wood" culled from civics and government texts. This test is strictly a test of informations and understandings and does not attempt the measurement of attitudes.

IV. A Test of American Civics and Government
Author - John C. Almack
Publisher - C. A. Gregory Co., Cincinnati, Ohio

This test is published in two forms, I and II. It is stated to be designed for junior and senior high schools, normal schools and junior colleges. Each form has 76 multiple-choice items, 36 of which have to do with "civic information", 17 with "civic judgment and policy", and 23 with "civic terms". The test of "civic judgment and policy" should not be considered an attitudes test. It merely tests what the pupil <u>knows</u> about matters of governmental and civic policy that are so non-controversial that they allow objective scoring. There is quite a difference between asking a pupil to tell what he <u>knows</u> he <u>ought</u> to do in a situation and asking him to tell what his <u>feelings</u> are. This test does not test

emotions. The author states that "the exercises are based upon recent textbooks and courses of study". Hence, for the purposes of this present study, the test lacks a proper basis of validity.

V. Social - Science - Civics Tests

Author - W. H. Burton

Publisher - C. A. Gregory, Cincinnati, Ohio

This test is published in Forms A and B. It is constructed for grades 7 through 12. Each form presents 130 items, 76 of which are true-false statements on "social information", and 54 of which are multiple-choice items testing "judgment in social situations". Certain of the items are truly, in the present writer's belief, tests of attitudes. However, there is no diagnostic device provided, and the author of the test does not seem to recognize that the items test attitudes at all. He states that "the test is designed to measure the range of facts and the <u>ability to reason</u> concerning them which a pupil has acquired in the study of civics, economics, history and sociology". There is no statement given by the author as to the basis of selection of content.

VI. Brown - Woody Civics Test

Authors - Arnold W. Brown and Clifford Woody

Publisher - The World Book Co., Yonkers-on-Hudson, N. Y.

There are two forms of this test, A and B. It is stated to have been designed for pupils of grades 7 through 12. Each form consists of 40 civics terms for each of which the pupil is to identify a synonym, 40 true-false items under the heading "civic information", and 8 multiple-choice propositions under the heading "civic thinking". The last division has a touch of attitudes testing about it. The authors state that "the exercises emphasize information, habits, thinking, ideals, attitudes and appreciations". No classification of the test items on this basis is provided, however, to enable any accurate diagnosis. The test is not, in this writer's belief, comprehensive enough in the fields of government and politics to serve as an instrument for inventory purposes. Further, the authors state that each exercise of the test is founded upon subject matter common to "at least five of nine of the most widely used textbooks in civics which were carefully and minutely analyzed. The

questions are distributed --- in approximately the same proportion as revealed in the analysis of subject matter in the textbooks." The test, then, lacks validity for the purposes of this study. It is another test which ought to discover very well whether or not we are succeeding in teaching thoroughly what the texts and curricula contain, but which tells us nothing about whether or not we are succeeding in teaching the things which most need to be taught, judged in the light of discovered civic needs.

VII. The Measurement of Social Attitudes
Author and editor - L. L. Thurstone
Publisher - The University of Chicago Press

This material is a series of scales, each of which is a separate testing instrument, and each of which deals with a single broad topic in the field of social science. (A number of co-authors worked with Thurstone.) For example, Scale #11, Form A, prepared by Marie B. Thiele and L. L. Thurstone, attempts to measure the degree of the testee's "Patriotism". There are, up to date, about 35 separate scales in the series, about one third of which are completed and published, and the others either in the pro-

cess of construction and publication, or projected for future publication. The "Patriotism" scale is fairly typical of the series as a whole. There are twenty statements on this scale ranging from some expressive of extreme "patriotism" to some expressive of a lack of that quality. The testee is to mark each statement to show either agreement, disagreement or inability to decide. The value of each item is weightd by an intricate and extremely clever method devised by Thurstone, and described by him at length in a very interesting and instructive monograph.[1] The testee's final score is interpreted to indicate the degree of his "patriotism". It must be noted for the purposes of this study, however, that there is no attempt made in this series of scales to determine the specific quality of the attitudes but merely their degree of strength, that no attempt is made to measure informations or understandings, that the range of topics measured is not yet comprehensive enough to serve an inventory purpose in the field of government and politics,

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[1] "The Measurement of Attitudes" - Thurstone and Chave, University of Chicago Press, 1929.

and that the content was determined by asking "several groups of people and many individuals to write out their opinions --- and current literature was searched for suitable brief statements that might serve the purposes of the scale."[1]

In the writer's belief, however, if and when this series shall have been developed to cover the range of problems and issues recognized as vital by the "frontier thinkers", it should serve public education very well indeed as a means for the prediction of civic behaviors.

GROUP B Non-standardized Studies of Governmental, Political and Civic Equipment.

VIII. The Composition of Political Attitudes[2]

Author - G. W. Allport

In this article, Allport reports a study of the nature of the political attitudes of 375 college students during the campaign of 1926. He devised a test in the true-false form, and further allowed opportunity for indicating

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1 ibid. p. 22

2 The American Journal of Sociology, Vol. 35, 1929, pp. 220 - 238.

three degrees of agreement. It was his purpose to detect prejudice, the radical-conservative attitude, and accuracy of information. The test is not comprehensive enough for inventory purposes, and Allport's purpose was not to have the content agree with any valid list of problems as determined by the "frontier thinkers". Allport concluded that prejudice is often based on misinformation, that conservatism and prejudice correlate positively and significantly, and that tradition and home influence are strong factors in political belief and action.

IX. "An Inventory in Community Civics"[1]

Author - W. H. Burton

This objective measuring instrument was designed to serve an inventory purpose, as its title shows. The fact that it was built for the 6th grade level makes it useless as an instrument for the measurement of pupils on the 12th grade level, as is the purpose of the present study.

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[1] "The Nature and Amount of Civic Information Possessed by Chicago Children of the Sixth Grade Level" - W. H. Burton, Doctor's Thesis, 1924, Department of Education, University of Chicago.

Burton's method of selecting test items is interesting as a clear cut illustration of the technique which not only takes into account the opinions of "frontier thinkers", but which seems to exhaust every other source of judgment as to validity.[1]

"1. A list (was) made up from questionnaire returns drawn from representative groups of citizens in a middle western state.

2. A list (was) made up on the basis of analysis of books and articles written by noted social leaders and thinkers.

3. A list (was) made up on the basis of analysis of a large number of consecutive issues of several newspapers and magazines.

4. A list (was) drawn from an analysis of state and national political platforms.

5. Courses of study were analyzed in order to determine what civic problems and activities were listed for study.

6. Textbooks in civics or community civics were analyzed in order to determine what civic facts, elements and problems were considered in them."

GROUP C Studies to Determine Curricula by Some Means Other than Pupil Testing

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[1] ibid. p. 6, quoted by Russell I. Damon in a Master's Thesis, "A Comparison of the Civic Information Possessed by Children in Chicago and Peoria", Department of Education, University of Chicago, 1929, p. 3

X. Generalizations Basic to the Social Studies Curriculum

Author - Neal Billings

Publisher - Warwick and York, Baltimore, Md., 1929

This comprehensive and scholarly study is not an attempt at test construction. It is, as the title indicates, an attempt to determine objectively the basic generalizations upon which the social science curriculum should be built. Billings attempted first to discover who the "frontier thinkers" are, and then noted the generalizations concerning social science that appear in their writings. He employed a card-file system of noting references and in this way was able to measure quantitatively the extent of agreement between these critical thinkers with regard to each generalization. Billings' work has great significance from the standpoint of this present study, for his method of determining teaching objectives is almost identical with that employed by the present writer in the determination of test content.

XI. Objectives and Procedures in Civic Education

Author - Charles Clinton Peters

Publisher - Longmans, Green and Co., N. Y. C., 1930.

Peters has set up a "blue-print" of the optimum citizen, through the process of canvassing the opinion of more than a thousand schoolmen as to the specific behaviors that they observed to be related to citizenship, either good or bad. His method does not take into account the opinion of "frontier thinkers", nor is it the purpose of his study to construct any measuring instrument of an objective nature. Its value to the present writer lies in the fact that it provides a list of citizenship objectives which are very specific and in great detail and which served as a cross-check on the objectives of the present writer's test material.

XII. A Determination of the Major Social Problems of American Life

Author - John A. Hockett

Publisher - Bureau of Publications, Teachers College, Columbia University, N. Y. C.

This study furnishes the basis of determination of test items in the present study. Further, it supplies the basis of validation for the present writer's tests. It is described fully in a later chapter dealing with "Validation".

The present writer came into touch with the various test and study materials described in this chapter through a search of a wide range of reference books, and other publications. These included the American Library Association "Catalogue of Best Books", the "Educational Index", the Library of Congress and the United States Department of the Interior lists of recent graduate studies, and the "Reader's Guide". The writer wishes to acknowledge the valuable suggestions as to sources of material which he received from a study, "The Present Status of Attitudes Testing", by Norman Hunt, completed at the School of Education, Boston University.

The writer further wishes to acknowledge that from each of the studies and tests described in this chapter came valuable suggestions as to organization and device in the construction of objective tests. Further studies and tests, valuable in suggestion as to organization and device, but quite unrelated in content to the field of the present study, are listed and briefly described in the bibliography of this study.

CHAPTER IV

THE PROCEDURE OF CONSTRUCTION OF THE FACTUAL AND ATTITUDES TESTS

Descriptive outline of the completed tests and of their specific proposed uses.

The two outlines here presented are to make clearer to the reader the body of this chapter. They are to serve as a reference for the explanation of test construction procedure.

The writer proposes the following specific uses for the completed tests:

1. Their use to inventory the nature and extent of the knowledges, skills, understandings and attitudes, related to efficient participation in government and politics, possessed by high school seniors. The purpose of this inventory is to furnish data for more intelligent curriculum revision and revaluation.
2. Their tentative administration to serve as a basis for the construction of standardized instruments which will measure achievement in terms of the equipment essential for efficient citizenship as judged by competent students of modern society.

3. Their tentative administration to serve as a basis for the re-grouping in terms of specific objectives of the valid items into preview and review teaching tests.

The above proposed uses are discussed in Chapter VIII of this study.

The completed tests fall into the following divisions:

1. Personal Data. This division is a series of questions concerning such factors as the testee's sex, age, political, economic, social and religious background, to serve as a basis for correlation with test results, to indicate which factors, if any, outside the school career of the pupil, affect the quality and extent of his or her civic equipment.

2. Working Skills. This division is an objective test of the quality and strength of the testee's working skills and work habits related to the ability to learn or understand material in the field of government and politics.

3. Vocabulary. This division is a 100 word objective test of the testee's vocabulary concerning government and politics.

4. Factual Objectives. This division is an outline of the specific objectives (testee's informations

and understandings) measured by the factual and vocabulary tests.

5. Factual Tests. This division contains an objective test in two forms, X and Y, to measure the testee's factual equipment, i. e., his informations and understandings in the field of government and politics.

6. Attitudes Objectives. This division is an outline of the specific objectives (testee's feelings and attitudes) measured by the tests of attitudes.

7. Attitudes Test. This division contains an objective test in two forms, X and Y, to measure the attitudes, feelings and emotional states of the testee in the field of government and politics.

The above outline is not arranged in the order of the construction of the several test sections, but in the order of their final arrangement for administration. The factual tests and the attitudes were constructed before the construction of the personal data test, the working skills test and the vocabulary test. The reasons for this order of construction will be made plain in this chapter and in Chapter V, as each separate test section is discussed.

The determination of general content

The first step in the procedure of test construction was the determination of what informations and understandings, and what attitudes and feelings are essential to the American citizen to enable him to cope with the governmental and political problems of the day. Hockett's study was used as the major basis for this determination. Hockett canvassed the opinions of 150 specialists in the field of government and politics for their opinion as to what books best represent "penetrating insight, and critical analysis of contemporary life and problems --- books which dig deepest into problems and issues, books to which you would go for a fundamental analysis of contemporary life."[1] He received lists from 100 such men and women, "generally recognized as eminent authorities in their respective fields."[2] He checked their selections against "other selected lists of recommended books, such as the American Library Association's 'Catalogue of Best Books', their monthly 'Booklist' and the Columbia University 'Syllabus in Contemporary Civilization' ".[3] He finally chose the books having the

[1] "A Determination of the Major Social Problems of American Life" - John A. Hockett, Teachers College, Columbia University, N. Y. C., 1927, pp. 7 - 8

[2] and [3] ibid. p. 8

highest number of recommendations with the further provision that they must be clearly relevant to the subject of his study. Hockett took the liberty of adding to the list thus selected two books, the recency of publication of one of which prevented its frequent recommendation, and the other of which, by an author who received high recommendation, seemed nevertheless to have been overlooked by the authorities in favor of a more recent but less comprehensive book by the same writer. There were seventeen books dealing with problems and issues of government and politics in his final selected list. Hockett then analyzed the content of each book and listed every problem of government and politics which the authors recognized to be such, and considered to be of sufficient importance to merit discussion in the books. His next step was to classify these separate references into groups in terms of the nature of their content. He then formulated a specific problem or issue for each group, each problem or issue expressive of the main idea of that particular group of separate references.

The present writer has taken as the prime determinant of test content in his study the governmental and political problems and issues thus outlined by Hockett. One further qualification was imposed for the purposes of this present study. Noting that certain of Hockett's

problems were recognized by only one of the selected authors, the present writer employed as his basis for test material only those problems from Hockett's list as were recognized by at least two of the authors. A discussion of this basis of validation is presented in Chapter VI of this study.

The determination of specific test items

The problems thus selected as a basis for the test material of this study are not of the sort each to be measured by a single, direct question. For a citizen to be able to cope with any one such problem, it would be necessary for him to possess a number of specific inter-related understandings and right feelings, all of which would synthesize to enable him to act efficiently in dealing with the problem. The next step in procedure, then, was to formulate specific test items under each problem testing the quality and extent of those specific informations, understandings and attitudes of the testee which affect his ability to deal efficiently as a citizen with that particular problem.

The first step in the formulation of test items was the task of searching out and listing such established facts as exist bearing on each problem, and the searching out and listing of whatever matters of opinion there are concerning each problem. The facts were to serve as the

basis for the test items on informations and understandings and the controversial issues as the basis for the test questions on attitudes. This process of establishing the specific test questions necessitated the following sub-steps:

a. Reading the references obtainable and representing a fair sampling from Hockett's list of titles related to each problem. The specific titles are to be found in the bibliography of this study.

b. Constant reading of the contemporary periodicals and the daily press, the "Literary Digest", "Time", "Current History", the "Survey Graphic" and "The Nation", and the listing of the recurrent topics related to the selected problems.

c. A searching of the "Reader's Guide to Periodical Literature" for articles related to the field of this study, the reading of these references and the notation of recurrent topics relevant to Hockett's problems.

d. An examination of school texts dealing with government and politics.

e. A search for and listing of topics related to the selected problems from existing standardized or

objective test material dealing with government and politics.

f. The re-reading of course notes and materials from graduate courses and the listing of topics relevant to the selected problems. The writer found the materials from Dr. Mahoney's courses in "Civic Education" and "Reconstruction of the Social Science Curricula"[1] and Professor Vaughn's course in "Social Psychology"[2] especially suggestive of specific test item material.

g. The examination of Billings' list of generalizations and the notation of those concerning government and politics which were relevant to Hockett's problems.[3]

h. The examination and listing of topics from Peters' study.[4]

In the last study mentioned, Professor Peters has set up an organized outline of the qualities of the

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[1] Dr. J. J. Mahoney, School of Education, Boston University.

[2] Professor Wayland Vaughn, College of Liberal Arts, Boston University.

[3] Billings, op.cit.

[4] Peters, op.cit.

optimum citizen, formulated by

> "telescoping into a composite list more than a thousand separate studies made mainly by schoolmen at Ohio Wesleyan University, the University of Kansas, and the University of California. The procedure was as follows: (1) Each contributor made a 'job analysis' of the business of citizenship as his experience had revealed that job to him. (2) Each got in mind some particular person --- regarded as an excellent citizen and gave a list of the specific things this citizen had been observed to do or be that appeared to relate to citizenship. (3) Each got in mind some person who was considered a poor citizen and listed the traits that appeared to constitute his badness. These items were then translated into comparable positive terms and telescoped into a single 'composite picture' of a 'perfect citizen'".[1]

This study by Dr. Peters was a very helpful source of suggestion as to specific bases for test items and also served as a cross-check on the comprehensiveness of Hockett's study.

The next step in the present writer's procedure was the process of turning these topics into specific objective test items, after which the items were thoroughly edited, and those struck out which seemed to be duplicated in meaning by others. This process of setting up the specific test items was the process of recasting statements of fact or opinion into some objective test item form, and of so wording and organizing them as to lend them clarity of meaning. In other words, the attempt was made

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[1] Peters, ibid. pp. 53 - 54

to so cast the items as to avoid the hazard of error on the testee's part due to difficulties other than the lack of the knowledges or feelings necessary to permit a response. This part of the work had to be, necessarily, creative in a large measure.

The usual true-false, multiple-choice, completion, matching and rearrangement forms were employed in the construction of specific test items. Accepted practices seem to be established with regard to the form of test items for the objective testing of factual material.

In casting the test items measuring attitudes, much use was made of Hunt's study.[1] This study was an attempt to arrive at some truth as to the present status and reliability of attitudes testing. It listed a number of references on this subject, and, more important, it gave extensive illustrations of the procedures and items in recent attitudes studies and tests. It must be admitted that the present writer has not yet been able to discover that there exists a definite and extensive body of established, accepted fact concerning correct procedure and the validity of attitudes testing. The background of material read and used by the writer for suggestion

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[1] "The Present Status of Attitudes Testing" - Norman Hunt, unpublished study, Boston University.

as to possibilities in the testing of attitudes is listed in full in the bibliography of this study. It includes articles from current periodicals, books on the nature and measurement of attitudes, and standardized and informal objective tests of attitudes.

The determination of the measured objectives

The next step in procedure was the process of setting up the specific objectives which the test items may be fairly said to measure in some degree. First, the specific minor objective measured by each test item was listed. These minor objectives were then filed and classified into groups according to their general nature. These groups were set up by the writer by the process of splitting the selected list of problems from Hockett into pairs, each pair consisting of a factual problem and an attitudes problem. In other words, the writer kept in mind about each problem, first, "What might a testee know about this problem?", and second, "How might a testee feel about this problem?". Then each group of specific minor objectives was synthesized into a single, comprehensive, positive, desirable major objective.

The viewpoint was taken by the writer that the efficient citizen possesses a number of integrated

patterns of information and understanding in the field of government and politics. These knowledges and the specific attitudes engendered by them and by past experience as a whole all bear upon each other, each tending toward some predictable tendency to act in a certain way, delimiting each other, in many instances one supporting another, the composite effect of all of them determining the degree of efficiency of action in some governmental or political relationship. The writer believes that the citizen who acts rightly in a certain relationship is the citizen who feels rightly about the matter, and that the necessary right feelings are the outcome of that citizen's past experience, of which past experience the citizen's informations and understandings are very important residua.

For example, the writer submits that every participant in government and politics is conditioned in his behavior by the nature and extent of his possession of either the "collectivist" or the "individualistic" attitude concerning the proper scope of governmental functions. The writer further submits that the possession or lack of certain knowledges or understandings go far toward the determination of the nature and extent of the attitude held. It is a function of the completed tests, then, to measure the nature and extent

of the testee's attitudes toward either collectivism or individualism, and, further, to measure the knowledges and understandings which condition these attitudes. The two groups of objectives, factual and attitudes, from the completed study, which have to do with COLLECTIVISM VERSUS INDIVIDUALISM are here presented for illustration. The one quoted directly below is the Attitudes Objective.

INDIVIDUALISM VERSUS COLLECTIVISM

The degree of strength of either the collectivist or the individualist attitude with regard to the functions of government. Governmental authority versus human rights. "Laissez-faire" versus "socialization". The attitude as to the present and proper scope of specific government services. The government "in business".

Factual references - AI, C, F, N, Q (the items relating to the government "in business" under Q.)

The reader's attention is called to the line above which reads "Factual Objectives", etc. This line refers the tester to the particular <u>factual</u> objectives which bear upon the above <u>attitudes</u>. To complete the illustration, these factual objectives bearing on the attitude concerning "individualism" as opposed to "collectivism" in government read as follows:

AI. A sampled understanding of the genesis, nature and scope of government powers and services.

C. THEORIES AND TYPES OF GOVERNMENT

A coherent picture of the major theories and types of government, purposes, functions, and organization. An understanding of the significant similarities and differences of each major type as over against each of the others, as to tenets and practices. The ability to associate each with its outstanding advocates and adherents.

F. GOVERNMENT AND HUMAN LIBERTIES

A coherent picture of the interrelation of governmental authority and human liberties. An understanding of the nature and extent of rights, liberty and equality avowed under the Constitution and the laws, as contrasted to the nature and degree of realization of rights, liberty and equality.

N. INDIVIDUALISM VERSUS COLLECTIVISM

An understanding of the meaning of the history of development of and the present status of the mutual opposition of individualism and collectivism in government.

Q. ---- the record of the government "in business" and the significant opinion concerning the matter.

It is the writer's belief that each of the above factors can and probably will play some part in determining a citizen's course of action. To be specific, these factors can condition a citizen's choice of political party, can tend to determine the extent of his support of certain governmental policies, his behavior in the matter of taxation, his interpretation of the constitutional charters, the extent of his support of social legislation, and so on.

The cross - index device

The cross-indexing of the objectives and the test items was the next step in test construction procedure. One purpose served by this process was to discover how adequately each objective had been dealt with, as judged by the number of test items related to it. The items could by no means be construed as dealing with single objectives. For example, the Yes-No "attitudes" test item, "The average voter had better take the word of the political leaders, for he cannot hope to find out the truth for himself", was cross-indexed as referring to the attitude as to "machine" politics, the attitude as to the practical possibility of a real democracy and an intelligent electorate, the attitude concerning democracy as opposed to republicanism as theories of representation, the attitude with regard to publicity in politics, and so on.

The first step in the cross-indexing process consisted of re-examining each test item and noting it under the various objectives to which it showed some relation, and which it tended to measure in some degree. Next, separate test items thus noted under each objective were examined, and a record made, under each objective, of the particular items which seemed to be critical; i. e., which seemed to measure very directly and clearly the

particular objective under which they were listed. For example, the multiple-choice "attitudes" test item, "All - many - some - few - no Republicans are stupid or selfish", was considered a critical item under the objective dealing with "the degree to which one appraises individuals as such, rather than assigning characteristics to all members of a group." This same test item was listed as a reference under the objective dealing with "the testee's belief as to the quality of the present electorate". In the latter instance, however, it was not considered a critical item, for it is less directly and completely a measure of this latter objective than it is of the one concerning "the degree to which one appraises individuals as such." In short, the test items were judged as to the relative directness of their relationship to the objectives to which it was patent that they were related in some measure. Then, test items which did not appear as critical for at least one objective were cast out, and additional test items were written for those objectives which showed too few critical references.

The final step in the cross-indexing process was the notation beside each test item of the particular objectives to which that test item was related. The cross-index was now complete, and permitted the reader of the material

to find, first, the entire group of test items measuring a particular objective, and second, to find the objectives which a particular test item helps to measure.

The chief use of this device in the completed study, it can be seen, is its diagnostic use. It provides a means for helping to discover which phases of governmental and political teaching have been thorough enough, and which have not, for discovering what particular attitudes possessed by the testee are bad or deficient, and, further, it permits a selection of test items related to a particular objective, for the purpose of brief, informal objective testing on that objective.

It should be stated that in the cross-indexing of the objectives and test items, it was discovered that there had crept in, from various sources, quite a large number of items of the sort usually emphasized heavily in the orthodox civics courses of study and texts. The writer pleads guilty to one preconceived and perhaps prejudicial belief concerning typical public school civics instruction. This belief is that courses of study and textbooks in this field are top heavy with a preponderance of perfectly innocuous, perfectly truthful factual material, non-controversial in its nature, and failing to have much bearing on the most important and vital issues of government and politics. Such material as the "three

branches of government", "the delegated and residual powers", legislative practices and procedures in detail, is essential, no doubt, to an altogether complete understanding of the operation of government. However, there is such an abundance of this sort of material a knowledge of which is a specialized necessity for public officials and governmental representatives, but which has very little bearing on the practical daily relations of average citizens to government and politics, that the writer believes that in the interest of proper relative values it should give way to other more vital material. As the result of this belief, the writer has included in his tests only such items as are directly relevant to the selected list of problems, and the objectives similar to those most commonly dealt with by school civics courses and texts have relating to them in this study only such a number of test items as will provide a fair sampling rather than a complete inventory of the testee's information concerning them. Further, the 100 word vocabulary test in this study deals with a great deal of the more orthodox civics material. This test can be administered separately, if the administrator wishes to test this sort of information and understanding, or omitted if the administrator is willing, as is the present writer, to admit that these factual knowledges

have been taught in public schools beyond the point of diminishing returns.

The mechanics of final test organization

The test items were now ready to set out in final arrangement. In this arrangement the following considerations were kept constantly in mind:

1. Care was taken to avoid placing test items of a closely related nature too near each other in a test, so that they would not violate that canon of teaching technique which condemns alternative questions. If the tests are to measure consistency in thinking, this is a necessary precaution.
2. The test items were arranged in groups according to type, i. e., true-false, completion, etc.
3. Each such group was split into two balanced halves to make two forms for each test, X and Y, for greater facility in administration. This was not done, however, with the vocabulary, working skills or personal data items. These are each a complete unit. The halves were balanced by seeing that each type group had the same number of test items under each form, and by seeing that each objective had an approximately equal number of test items of a critical nature in each form. This last precaution was to prepare the way for a measure of

the tests' reliability when they are administered with a view toward standardization.

Finally, the directions to the testee for each type group were drafted. The chief considerations here were the necessity of clarity, and the simplicity, without vitiating the value of the tests, of the mechanics of the testee's response. A simple device was included which calls upon the testee, wherever the nature of the test items permits, to indicate whether or not he believes that his school experience has done much to determine his response to the test items, or in fact to make possible any response at all. The purpose of the device is to throw some light, hopefully, on what essential informations, understandings and attitudes are an outcome of definite school instruction, and which ones are either concomitants of instruction or the outcomes of extra-school experience.

Finally, it should be noted that there are certain vital problems relating to American government and politics which are not dealt with by the test items of this study. These are problems which classify more properly under another of the divisions proposed for the original study, to wit, either Economic and Industrial Affairs, Social Relationships, or International Relationships. They will be treated under those headings when the originally projected larger study is carried to completion. The

writer's judgment as to the proper classification of problems under main heads was guided, largely, by Hockett's classification.[1]

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[1] Hockett, op. cit., pp. 35 - 87

CHAPTER V

THE CONSTRUCTION PROCEDURE FOR THE SUPPLEMENTARY TESTS

The vocabulary test

In the construction of the vocabulary test, the writer first attempted the discovery and listing of the terms and phrases that are essential to a governmental and political vocabulary adequate to the understanding of the vital problems and issues of Hockett's list.[1] This discovery was made through:

1. The reading of the references representing a fair sampling of Hockett's list of authors.
2. The reading of the contemporary periodicals, as previously described in Chapter IV.
3. The examination of school tests in government and politics.
4. The examination of existing objective tests in this subject field.
5. The reading of course notes and materials from the writer's graduate study in this field.
6. The re-reading of Hockett's problems, the

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[1] ibid. pp. 35 - 87

reading of the Billings "generalizations" list,[1] and the reading of Peters' "blue-print".[2]

After the listing of the recurrent and most vital terms from the reading just outlined, test items of two types were set up to measure two somewhat different types of vocabulary or reading ability. The first type group were straight completion items. For example, "The schedule of charges that the government makes on imported goods we call the ___(tariff)___." This first type measures, to some degree, the testee's command of certain important terms in expressing his ideas. It tests his ability to find within himself the correct words or terms to express certain ideas in government and politics. The second type group were completion items similar to the one quoted above, but with a word list supplied from which the testee is to choose the word or term that most properly completes the item. This second type reveals the testee's ability to recognize the meaning of certain terms when context is supplied. The first type, then, approximates the vocabulary skill essential to the efficient communication of ideas, speaking or writing, and the second type

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[1] Billings, op. cit., pp. 99 - 209

[2] Peters, op. cit., pp. 56 - 97

approximates the vocabulary skill essential to efficient acquisition of ideas from the printed page, intelligent reading. The first type were organized into a group of thirty items. The second type were organized into seven test pages of ten items each, with a word list of fifteen words or terms to each test page. Five of the terms in each word list are not correct for the completion of any test item on that page. These extra words were included in each list to prevent the testee from answering any test items correctly through a process of elimination of terms. The fact that the test compels the testee to search through a word list for the answer to each test item made it seem wise to limit the word lists to fifteen words each, to preclude too much waste time and energy. Word lists of fifteen terms seem to be the average maximum as far as the present writer has been able to discover from his study of such tests.

The working skills test

It was, next, the writer's purpose to construct a supplementary objective instrument which would measure the nature and extent of the testee's skills in dealing with material concerning government and politics. Here, again, as was the case with regard to the measurement of attitudes, the writer was able to find no authoritative pronouncements

as to what are the essential working skills or as to how such skills may be validly and reliably measured. The writer does not believe that there exists, as yet, any considerable body of established fact or accepted procedure and practice in this matter. Therefore, no claim is made that the working skills test here described will validly measure certain definite skills. It is hoped that it will prove to.

Parenthetically, whether or not the entire body of test material completed in this study is in any way valid or reliable cannot be shown until after its administration. It, like every other objective measuring instrument, only can prove beyond the possibility of doubt the nature and degree of the testee's ability to respond to the test items of this particular group of tests. However, it is claimed that the prime essential of a body of test material of this sort is not that it follow closely what has already been done by others, but, rather, that it be broadly comprehensive and be based on a new viewpoint so that significant and hitherto undiscovered truths may be revealed.

In the construction of his test of working skills, the writer is indebted, first of all, to Alice Gibbons of the East High School, Rochester, N. Y., for her report

of a senior high school testing program in the social studies.[1] To an even greater extent is the writer indebted to Effie Riley, a teacher in the Social Science Department of the same school, for her "Working Skill Test in Social Science Materials".[2] This test won the first prize in the social science division of a national contest in the construction of new-type objective examinations in high school subjects, and was tied for the Grand Prize in the same contest. This contest was conducted by Dr. G. M. Ruch and Dr. G. A. Rice of the Department of Education, University of California, in 1928. There were 375 such tests judged by the sponsors and their associates, and the final decision was made by a committee of three nationally known experts in each subject field. Dr. Hockett was one of the judges of the social science tests. This fact may perhaps be taken to mean that the working skills measured by the winning test seemed to him to be essential to the mastery of the problems of American government and politics as he outlined them, and

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1 "A Record of a Testing Experience in the Social Studies" - Alice M. Gibbons, Tests in the Social Studies, National Council for the Social Studies, 1929.

2 "Working Skills Test in Social Science Materials" - Effie Riley, found in "Specimen Objective Examinations" - Ruch and Rice, Scott, Foresman and Co., 1930, pp. 70 - 78

that since reliability and validity were two of the major criteria to be employed in the committee's judgment, he deemed the Riley test, in some degree, a reliable and valid measure of those skills.

In the form and general outline of the working skills test of this present study, the writer has followed rather closely the work of Miss Riley. The objectives of the writer's test, outlined below, are his own opinion as to the desirable test objectives in this field, plus the types of skill measured by the Riley test.

The final list of objectives for the writer's test of working skills follows, in the order of their arrangement in the completed test:

1. The nature of the testee's home language environment.

2. The nature and extent of the moving picture habit.

3. The radio habit and tastes.

4. The library habit.

5. The general reading habit and the extent of opportunity afforded by the home.

6. The reference book habit and the extent of opportunity afforded by the home.

7. The nature and extent of the newspaper and magazine habit.

8. The understanding of the character and extent of reliability of current newspapers and magazines, with reference to government and politics.

9. The ability to use a social science book's most common reference devices, the index, the table of contents, etc.

10. The knowledge of the functions of and the ability to use general reference material.

11. The ability to interpret graphics and statistics.

12. The ability to summarize reading matter.

Objectives 8 through 12, in the foregoing list, were suggested by the Riley test, although the test items themselves are original with the present writer, as also are objectives 1 through 7 in the above list.

The correlation data

The next step in test construction procedure was the organization of test material to discover the factors in experience and environment, outside school instruction, which may be causal to or affect to an appreciable degree attitudes and understandings concerning government and politics. The writer again claims no provable validity for this list of topics suggested as the basis for correlations. He was able to discover no established precedent. He does recognize many suggestions from many sources, other studies of attitudes particularly, that doubtless conditioned his thinking on this step of test construction procedure. But, again it must be stated that it is the belief of the writer that, in seeking significant correlations, comprehensiveness and originality are the

two prime requisites to be sought, rather than an imitation of something already done.

Without further justification, the informations sought under the "Personal Data" test for correlation with test item responses, are as follows:

1. The sex of the testee.

2. The age of the testee.

3. The size of the testee's family and the rank of the testee in the order of birth.

4. The country of the testee's birth and his length of residence in the United States.

5. The countries of the parents' birth.

6. The citizenship status of the parents.

7. The religious status of the testee.

8. The racial and religious character of the environment, home and neighborhood.

9. The economic history and status of the testee and his family.

10. The attitude of the testee and his family toward their economic status.

11. The atmosphere of political belief in the family.

12. The political attitude of the testee.

13. Other significant political experiences of the testee (including contacts with radicals).

14. The rural or urban environment of the testee.

15. The school history and environment of the testee.

16. The experience of the testee in extra-school and extra-curricular activities which have a possible relationship to the testee's informations, understandings and attitudes in the field of government and politics.

CHAPTER VI

VALIDATION

The bases of validation - Hockett's and Billings' studies

The validation procedure of the present study has been already outlined in Chapter IV, and will here be explained more at length. The problems around which the test items of informations, understandings and attitudes have been built are, the writer believes and hopes, valid problems of government and politics. Those problems have some rather significant facts in their favor. In the first place, Dr. John A. Hockett of the University of California, who drew them up, is recognized by other writers as outstanding in the field of social science education. Secondly, Dr. Hockett selected the problems by the process of listing the expressed opinions of seventeen outstanding experts and authors in this field as to what are the vital problems and issues of government and politics. These outstanding experts were selected as the result of a questionnaire sent to 150 specialists in these fields asking for a list of books which they considered most penetrating, dealing with real, vital issues, books to which they themselves would most readily refer. Thirdly, the fact that Columbia University

published Hockett's study as one of the "Contributions to Education" may impel to further belief in its validity.[1]

The present writer has further validated the content of the test items of his study by retaining as basic to those items only those problems from Hockett's study as were recognized as such by at least two of his selected list of authors. Further, the writer has utilized every such problem related in any way to government and politics as a basis for test items, except those which classify more properly under a main head other than Government and Politics and which will, therefore, be treated each under its proper main head when the study originally projected is carried forward.

The writer has attempted one further method of checking the validity of Hockett's problems, or, to be very exact, of checking the relative emphasis that Hockett places upon each of the major problem headings in his study. Hockett, in the process of formulating his problem list, made a notation under each problem of the pages given over to discussion of that problem by each of his selected authors, in the books that Hockett analyzed.

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[1] "Determination of the Major Social Problems of American Life" - John A. Hockett, Contributions to Education, #281, Teachers College, Columbia University, N. Y. C., 1927.

Billings, similarly, in drawing up his list of "generalizations", made, under each of them, a notation of the pages devoted to that particular "generalization" by each author in the books that he analyzed. Billings established his list of critical books from the findings of another study by Harold Rugg. Rugg, by a process of canvassing book reviews, library shelves and lists of editors, defined a group of leaders whom he asked to ballot on books that they considered critical analyses of contemporary society.[1] Billings took Rugg's final book list as the basis for the discovery of his generalizations.

The present writer, then, in two different studies, each study with a different list of competent authorities, could note the number of page references made by these authorities to certain governmental and political problems.

The writer took seventeen major problem headings from Hockett's study, his entire list except two, and counted the number of pages from the analyzed books of his authorities listed as referring to each major problem heading. With regard to the two omitted major problem headings, it should be said that the first was entitled "Miscellaneous", a heading that necessarily had to be

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[1] "Generalizations Basic to the Social Studies Curriculum" - Neal Billings, Warwick and York, Baltimore, Md., 1929, pp. 68 - 73, reporting an unpublished study by Harold Rugg.

omitted for reasons that will appear obvious, and the second was entitled "Legal and Judicial Personnel", and was combined by the present writer with the major problem heading "Law and Justice".

The writer then grouped Billings' generalizations in terms of the seventeen selected major problem headings from Hockett, and counted the number of pages listed for reference in the Billings study, under generalizations which could be said to relate to one or another of Hockett's major problem headings.

The present writer then proceeded on the assumption that the total number of pages found by these two students to deal with each major problem was a rough yet significant quantitative measure of the relative importance of each major problem in the composite opinion of the selected competent authorities.

The writer then worked out two correlations to show how far the two groups of competent authorities agreed as to the relative emphasis that they placed upon each of the major problem headings. The first correlation, shown in Figure 1 of this study, is a correlation of the two studies on the basis of the <u>percentage</u> of the total number of page references in each study devoted to each major problem heading. The coefficient of

correlation was found by the writer, by means of the Pearson product-moment formula[1], to be

$$r = \frac{Sxy}{ND_1D_2} = +.58$$

Rugg states that when "r" is from .50 to .60, it is to be interpreted to mean that correlation is "markedly present."[2]

The probable error of this coefficient, worked out by the formula shown below, was

$$P.E.r = \frac{.6745(1 - r^2)}{N} = .1085$$

The amount of probable error allows the judgment that the coefficient of correlation is significant.

> "A coefficient of correlation should be at least four times its probable error in order to be considered significant."[3]

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1 "How to Measure" - Wilson and Hoke, The MacMillan Co., N. Y. C., 1928, pp. 542, 544 - 545, 547.

2 "Statistical Methods Applied to Education" - H. O. Rugg, Houghton Mifflin Co., Boston, Mass., 1917, p. 256

3 Wilson and Hoke, op. cit., p. 548

Each major problem heading was next assigned two ranks, these ranks being determined by the relative emphasis given to a particular problem by the competent authorities in each study, that relative emphasis being judged by the number of pages of reference listed under each major problem in each study. A coefficient of correlation was then worked out for these two rank lists. The graphic illustration of that correlation appears in Figure 2 of this study. The coefficient as worked out by the rank-difference method[1], or Spearman "footrule" formula[2], was found to be

$$R = \frac{6 \cdot \text{Sigma} \cdot D^2}{N(N^2 - 1)} = +.705$$

This computation was then checked by the product-moment formula with the result

$$r = +.71$$

The probable error for this coefficient was then worked out with the result

$$P.E.r = .0811$$

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[1] "Tests and Measurements for Teachers" - E. W. Tiegs, Houghton Mifflin Co., Boston, Mass., 1931, p. 81

[2] Wilson and Hoke, op. cit., p. 545

Again the conclusion is justified that the coefficient is significant. In fact, .60 to 1.00 is considered "high".[1]

Of the two formulae employed, the Pearson product-moment formula is considered the most exact, although when dealing with a number of cases less than thirty, and when seeking merely a correlation of rank, the rank-differences formula is probably reliable enough.[2]

Table IV, presented on the next page of this study, shows the numerical data from which the foregoing coefficients of correlation were derived, and upon which Figure 1 and Figure 2 of this study were built.

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[1] H. O. Rugg, op. cit., p. 256

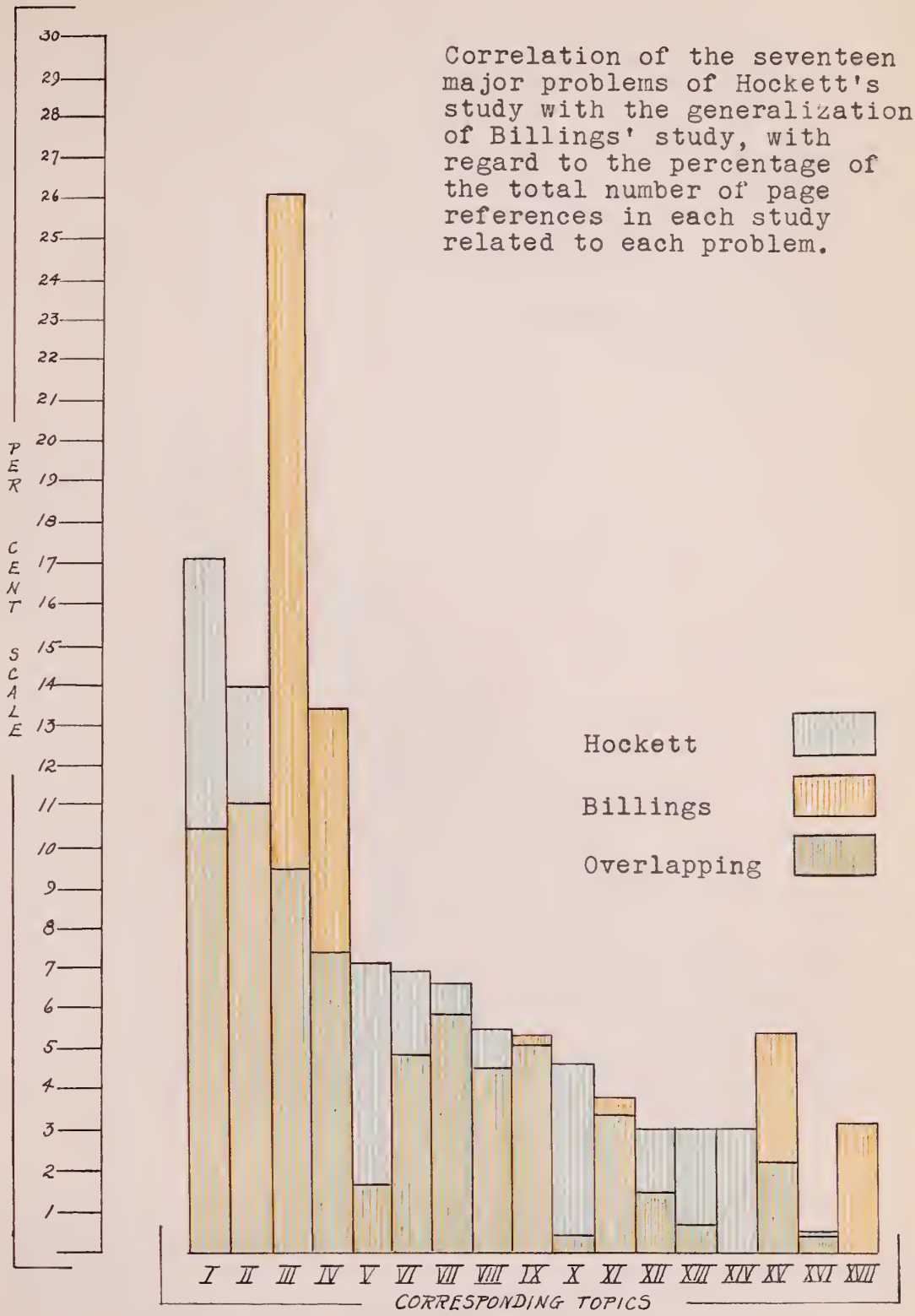
[2] Wilson and Hoke, op. cit., pp. 546 - 547

TABLE IV

A Statistical Comparison of the Page References Devoted by the Competent Authorities of Hockett's Study to Each of Hockett's Major Problem Headings with the Page References Devoted by the Competent Authorities of Billings' Study to Each of the Same Major Problem Headings.

		Percent of total references (pages) devoted to each problem heading, Hockett	Percent of total references (pages) devoted to each problem heading, Billings	Rank of each major problem heading by authorities in Hockett	Rank of each major problem heading by authorities in Billings	Number of page references devoted to each problem heading, Hockett	Number of page references devoted to each problem heading, Billings
I	Forms and functions of Govt.	17.11	10.59	1	4	142	43
II	Officials	13.97	11.09	2	3	116	45
III	Public opinion	9.52	26.35	3	1	79	107
IV	Parties	7.35	13.55	4	2	61	55
V	The legislature	7.11	1.72	5	12	59	7
VI	Law and justice	6.87	4.93	6	8	57	20
VII	Elections	6.75	5.91	7	5	56	24
VIII	Representation	5.58	4.68	8	9	46	19
IX	Class control of Govt.	5.18	5.42	9	6.5	43	22
X	Direct legislation & recall	4.82	.49	10	15.5	40	2
XI	City govt.	3.49	3.94	11	10	29	16
XII	Social legislation	3.13	1.48	13	13	26	6
XIII	Civil rights	3.13	.74	13	14	26	3
XIV	State govt.	3.13	.00	13	17	26	0
XV	Finance and taxation	2.29	5.42	15	6.5	19	22
XVI	Tariff	.60	.49	16	15.5	5	2
XVII	National defense	.00	3.20	17	11	0	13

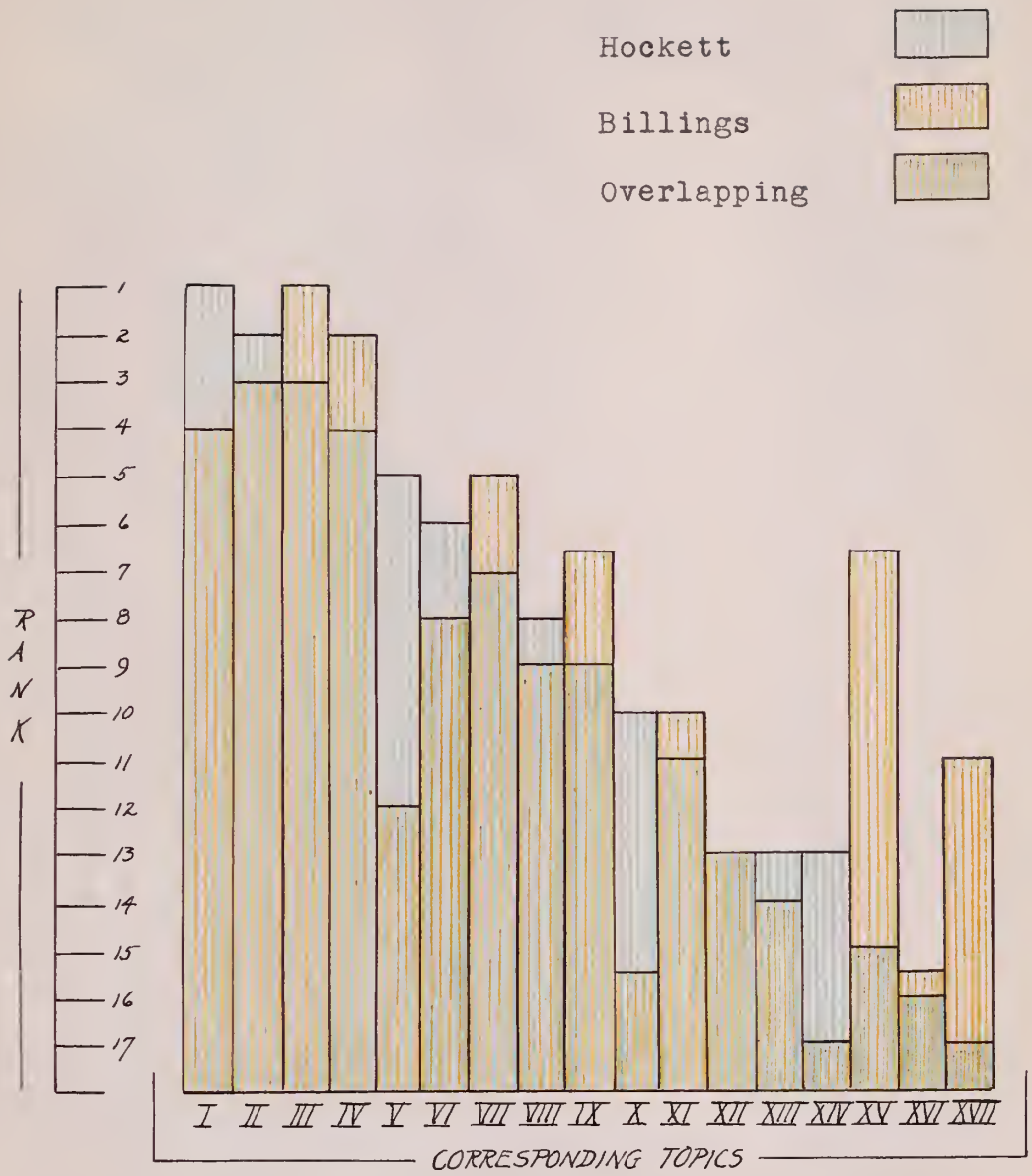
Figure 1



Correlation of the seventeen major problems of Hockett's study with the generalizations of Billings' study, with regard to the percentage of the total number of page references in each study related to each problem.

(The Roman numerals refer to the major problem headings as listed in Table IV.)

Figure 2



Correlation of rank of the seventeen major problem headings in Hockett's study with the generalizations in Billings' study, with regard to the number of page references quoted from the list of selected "pioneer thinkers" used in each study. The Roman numerals refer to the major problem headings listed in Table IV of this study.

The limitations of the validation

The present writer appreciates the fact that the test material of this study has a limited validation. He insists, however, that this fact is chiefly due to the nature of the study, that the study is frankly experimental and to a considerable degree creative, that similar studies are rare if existent, and that the more complete validation must wait until after this test material shall have been tentatively administered.

The writer further realizes that some validation could have been sought for the test material by the process of submitting it to judges, hopefully experts, for their opinion as to the significance of the individual test items and the comprehensiveness of scope of the material as a whole. However, it seems fair to say that Dr. Hockett in his procedure for validation of his own study has accomplished the same end for this study, that his list of experts and outstanding specialists and authors is on a level of quality high enough to command recognition and higher than the present writer might reasonably hope to attain through a questionnaire.[1] Finally, the writer is moved to say that, in his opinion, the questionnaire

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[1] John A. Hockett, op. cit., pp. 7 - 11

method has been so done to death by any number of graduate students (the writer himself has been thus assailed more times than he cares to remember or can easily enumerate) that it is not fair or reasonable to assume that an expert, presumably a busy man, would have either the time or the inclination to wade through as lengthy a body of test material as is included in this study.

CHAPTER VII

THE TESTS

The Code

Each test item in the following pages of test material is identifiable by means of a code number. For example, the code number Yf3-9 refers to item #9, in the 3rd section of the Y form of the factual tests. Analyzing the same code number in the order of the characters composing it, the capital Y indicates the Y form, the small letter "f" indicates a factual item, the Arabic numeral "3" indicates the 3rd section of the form, and the Arabic numeral "9", following the dash, indicates that the test item being sought is the 9th item in its section.

The capital letters, then, indicate the form, either X or Y, the small letters, either "f" or "a", indicate whether the item is to be found in a factual or an attitudes test, the first Arabic numeral shows the particular section of the particular form in which the item is to be found, and the second Arabic numeral following the dash gives the number of the test item in its section.

This code system is made necessary by the cross-indexing. The writer here presents the complete list of

code signs, together with statements as to the test sections to which each sign refers.

WS indicates the WORKING SKILLS test.

V indicates the VOCABULARY test.

Xf1 indicates the TRUE-FALSE section of the X form of the FACTUAL test.

Xf2 indicates the MULTIPLE-CHOICE section of the X form of the FACTUAL test.

Xf3 indicates the COMPLETION section of the X form of the FACTUAL test.

Xf4 indicates the MATCHING section of the X form of the FACTUAL test.

Xf5 indicates the IDENTIFICATION section of the X form of the FACTUAL test.

Xf6 indicates the MISCELLANEOUS section of the X form of the FACTUAL test.

Yf1 indicates the TRUE-FALSE section of the Y form of the FACTUAL test.

Yf2 indicates the MULTIPLE-CHOICE section of the Y form of the FACTUAL test.

Yf3 indicates the COMPLETION section of the Y form of the FACTUAL test.

Yf4 indicates the MATCHING section of the Y form of the FACTUAL test.

Yf5 indicates the IDENTIFICATION section of the Y form of the FACTUAL test.

Yf6 indicates the MISCELLANEOUS section of the Y form of the FACTUAL test.

Xa1 indicates the YES-NO section of the X form of the ATTITUDES test.

Xa2 indicates the MULTIPLE-CHOICE section of the X form of the ATTITUDES test.

Xa3 indicates the COMPLETION section of the X form of the ATTITUDES test.

Xa4 indicates the MISCELLANEOUS section of the X form of the ATTITUDES test.

Ya1 indicates the YES-NO section of the Y form of the ATTITUDES test.

Ya2 indicates the MULTIPLE-CHOICE section of the Y form of the ATTITUDES test.

Ya3 indicates the COMPLETION section of the Y form of the ATTITUDES test.

Ya4 indicates the MISCELLANEOUS section of the Y form of the ATTITUDES test.

The letter "T" following the final numeral of an item symbol, as for example, Xf1-93T, indicates that the item deals with a topic which is now CURRENT but may soon no longer constitute a real item of interest or significance.

The above code symbols appear on the lists of objectives under each objective listed, and indicate which test items are related to the particular objective under which they are listed. They also appear at the right hand lower corner of each test page to indicate the section of which the page is a part.

Each objective has a code symbol of its own, to carry out the cross-index purpose. These objectives follow an orthodox outline form and are so lettered and numbered. For example, BIIa refers to the "a" objective under the

"II" objective, under the "B" major heading in either the FACTUAL or ATTITUDES objective list. These code symbols appear again in the left hand margin of every test page (exclusive of the PERSONAL DATA test) and indicate which particular objectives a certain test item helps to measure.

THE INTRODUCTORY SHEET

On the next page are the preliminary directions to the testee. Their fundamental purpose is to put him into a frame of mind toward his task conducive to work which will represent his <u>best effort</u> and his <u>honest response</u>.

STATEMENT TO THE PUPIL

This is a series of questions to discover what people in general think and feel about matters concerning government and politics. It has only ONE purpose, and that is to help make the schools of America do an up-to-date and more efficient piece of work in serving the needs of the pupils, the country and the world.

It is, above all, ABSOLUTELY NECESSARY that you tell the TRUTH about what you think and how you feel. Do not try to give the answers that you think we would like to have you give. We want to know how you REALLY and HONESTLY feel.

Do not be afraid to be frank. There are many questions in what is to follow that are different from any that you were ever asked before in school. There may be some questions that you will not feel like answering. But, if you know what you think or how you feel about a question, please have the courage to answer it. Your names will not be signed to the papers. Your answers will not count either for you or against you as part of your mark in any school subject. Someone who does not even know you will study the answers to try to help the children, in years to come, to get a better education.

Finally, do not think that these questions are prepared by some freak person or society that is trying to prove something. They are merely to find out what people's opinions and beliefs are. So you see we need HONEST answers.

READ AND FOLLOW DIRECTIONS VERY CAREFULLY ON EVERY SINGLE PAGE.

THE PERSONAL DATA

This next section is devoted to question items that are to serve as the basis for correlations with the FACTUAL and ATTITUDES test item responses. This study of the relationship between PERSONAL DATA test responses and FACTUAL and ATTITUDES test responses will become possible after the tentative administration of this complete test material as an inventory test battery.

1. Are you a boy, girl, man or woman? _____

2. State your age in years and months. _____yrs. _____mo.

3.
   a. How many brothers have you? _____

   b. How many sisters have you? _____

   c. State the place you hold in the rank of all the children in your family, counting the oldest as first. (For example, 2nd out of 8 children.)

4.
   a. Were you born in the United States? _____

   b. If not, what country were you born in? _____

   c. If you were not born in the United States, how old were you when you came to this country? _____yrs.

5.
   a. In what country was your father born? _____

   b. In what country was your mother born? _____

6.
   a. Is your father a United States citizen? _____

   b. If not, has he received his first papers? _____

   c. If not, has he applied for his first papers? _____

   d. Is your mother a United States citizen? _____

   e. If not, has she received her first papers? _____

   f. If not, has she applied for her first papers? _____

7.
   a. Are you a church member? _____

   b. If so, of what church? _____

   c. Do you attend church about every week? _____

   d. Do you go to church because you want to or because you have to? _____

   e. Did you ever attend Sunday School regularly? _____

   f. If so, for about how many years? _____yrs.

8.
   a. Is there any one church that is by far the strongest in numbers in your community? _____

   b. If so, what church is it? _____

1. Are you a Jew, Gentile, Negro or Oriental? _____

2. Which race does he belong and marriage? _____ Yes _____ No _____

3.

a. Did your ancestors have land? _____

b. Did your ancestors have land?

c. Which the place you lived in New York City, the neighborhood in New York, neighbors and friends. Did your ancestors? _____

4.

a. Were you born in New York? _____

b. If not, what country have you lived in? _____

c. If you were not born in the United States, when did you come to the United States? _____

5.

a. Do your parents live with you? _____

b. Do your parents live with you?

6.

a. Do you attend a public school? _____

b. If not, why not? _____

c. If not, why not?

d. Do your parents attend public school? _____

e. If not, why not?

f. If not, why not?

7.

a. Do you a Catholic Church? _____

b. If so, do you attend? _____

c. Do you attend church regular? _____

d. Do you go to church because you want to? _____ Do you have to? _____

e. Do you have other church school? _____

f. If so, for what do you have Sunday? _____ Yes _____

8.

a. Do your parents have another job in the day or evening? _____

b. If not, why? _____

c. If not, what reason do you? _____

9.

a. Is there a tendency on the part of any of the race groups in your community to live in separate sections of the community? _____

b. If so, list the race groups in your community who live in distinct settlements. _____

_____

10.

a. How many Socialists have you ever known well? _____

b. How many Communists have you ever known well? _____

11. What does your father do for a living when he works?

_____

12.

a. Is your father employed steadily at present? _____

b. If not, about how long has he been without steady work? _____

c. Is he too old to work? _____

d. If your father is working, about how much is his weekly pay? _____

e. About what did your father's weekly pay average before the depression? _____

f. If your father is working, do you think he should get more pay than he does for the work he does? _____

g. Does he think so? _____

h. Does your mother work out? _____

i. If so, tell what she does. _____

j. If your mother does not work out, would she if she could get something to do? _____

k. How much do all the paid workers in your family (including yourself and your brothers and sisters if any of them have jobs) give to the family each week either to pay their board or to help the others? $_____

l. How many people does your father or your family have to support? (This should include aunts, uncles, grandparents, etc., who are without any other means of support.) _____ people.

m. Does your family receive any charity or town or city aid? _____

n. If so, about how much a week? $_____

o. Did your family ever receive any charity, as far as you know? _____

13.

a. What do you intend to do for a living when you grow up, or don't you know yet? _____

b. If you know, about how long have you felt that way? _____

c. Did you ever have any other notion, and if so what was it? _____

_____

14.

a. Have you ever had a regular paid job? _____

b. If so, describe it briefly. _____

_____

c. If so, did you like the job? _____

d. Was the pay high enough for what you had to do? _____

15.

a. In what political party does your father believe most? _____

b. If your father is a citizen, does he vote regularly? _____

c. In what political party does your mother believe most? _____

d. If your mother is a citizen, does she vote regularly? _____

e. To what political party do you think you will belong or haven't you any real idea yet?

_____

f. If you think you know, is it the one that you REALLY most strongly believe in? _____

16.

a. Do you live in a crowded center of town, or out in the country, or neither? _____

b. Have you a good sized yard? _____

c. How many people are there, approximately, in your community? _____ people

d. About how many pupils are there in your school, if you are attending or have just finished high school? _____ pupils

a. Did your family ever receive any counsel, or help of the kind? _____

13.

a. Have do you learned to do, for a living when you grew up, or have you ever gone back? _____

b. If not home, where was home and how long have you been away? _____

c. Did you ever get any other jobs, or do you and why? _____

_____

14.

a. Did you ever had a regular paid job? _____

b. If so, describe it briefly. _____

_____

c. If so, did you like the job? _____

d. Was the pay good enough for what you did or do? _____

15.

a. In what political party are your father voters? _____

b. If your father is a voter, have he ever changed

c. In what political party are your mother voters? _____

d. If your mother is a voter, have she ever changed?

e. In what political party do you think you will vote when or whether you get real jobs? _____

_____

f. If you didn't vote now, I. If so, do you think your vote actually helps? _____

16.

a. In your life is a regular voter or born, or not in society, or nation? _____

b. Have you a good street name? _____

c. Are they people or home, organizations, or your community? _____ people

d. Among you many people are loose in our school, if you are absent or not, your parents send you? _____ or life

17.

a. Are you glad or sorry you went to high school, or don't you care? _____

b. What course have you taken in high school?

_____

c. Do you feel that it was the best course for you to take? _____

d. If not, what course would have been better?

_____

18.

a. What, in your opinion, are the most worth while activities in high school? _____

b. Do you believe in school clubs, dramatic, etc.? _____

c. Have you ever been in any? _____

d. Do you believe in honor societies? _____

e. Have you ever been in any? _____

f. Do you believe in high school athletic teams? _____

g. Have you ever been on any? _____

h. If you could take part in only one of the organizations or activities mentioned in this question, which would you choose? _____

19.

a. Are you going to college, as nearly as you know? _____

b. If you are, will you have to earn most of your own way? _____

c. If you are NOT going to college, is it because you can't afford it, because you can't pass the entrance requirements, because you would rather work, because you would rather loaf, because you think college is largely a waste of time, because you don't know what you ought to take up if you went, or because you don't want to have to do the college work?

_____

d. If you ARE going to college, or if you would like to, would it be to improve your education, to increase your later earning power, because a college education is the mark of a lady or gentleman, because it is fun, because college life is a carefree, lively life, or because your parents insist on your going?

_____

20. If you have ever had any experience in debating, tell what it was, briefly. _____

_____

21. How many years have you been held back in school? ____yrs.

22. Did you get your grade school education in a public or a parochial school? _____

23. Is your high school a public, private or parochial school? _____

24. In the blank space below list the names of as many organizations as you can think of to which you have belonged or do belong at the present time. Do not list organizations which are a part of your school life, but organizations like the Scouts, De Molay, Cadet Corps, Rainbow Girls, National Radio Club, etc.

THE WORKING SKILLS TEST

The following test section presents 51 test items and sub-items intended to discover the nature and extent of the testee's skills, and the factors in his environment bearing on his ability to work successfully with language, reading and reference materials, especially those having to do with the field of government and politics. There are code symbols preceding certain of the test items indicating the particular FACTUAL objectives to which those test items are related.

Below and on several sheets following there are some questions that are to find out what kind of skill and information you have that will assist you to study in the field of government and politics. Remember that HONEST answers are absolutely necessary.

1.
   a. What language do your father and mother most commonly speak to each other? _____

   b. What language do you most commonly speak to your father? _____

   c. What language does he most commonly speak to you? _____

   d. What language do you most commonly speak to your mother? _____

   e. What language does she most commonly speak to you? _____

   f. Is any language except English ever spoken in your home, and if so, what language is it? _____

2. About how often do you go to the movies? _____

3.
   a. Have you a radio in your home? _____

   b. If so, tell what features you listen to regularly.

   _____

4. Do you take books regularly from the public library? _____

5. Do you use public library books constantly to help you with your lessons? _____

6. Do you often take books from the library just because you like to read them? _____

7.
   a. Is there a good library in your school? _____

   b. If so, do you use its reference books regularly to help you prepare your lessons? _____

8.
   a. Do you read a newspaper regularly? _____

   b. If so, what one or ones? _____

   _____

9. What magazines do you read almost every month or week?

_____ WS

10.
a. About how many books have you in your home? _____

b. Name the reference books that you have at home that could help you greatly with your school work.

_____

_____

HIII 11. Below are three statements about newspapers. You are to put the letter "T" on the little blank line before each one that you believe to be TRUE, and the letter "F" before each one that you believe to be FALSE.

a. ___ Most newspapers are reliable sources from which to draw facts.

b. ___ Headlines are not an accurate summary of the news in the articles beneath them.

c. ___ Newspapers are run for the chief purpose of educating the public.

HIII 12. On the blank line below, name a great organization that distributes news of country and world wide importance to daily papers all over the country.

_____

JIII 13. Name two of the leading big city papers of this state, and after the name of each, tell what political party it favors.

_____ _____

_____ _____

HIII JIII 14. Name the publication in which congressional debates are regularly published. _____

JIII 15. Name the political party which the newspaper published in your home town favors. (Do not answer if there is no paper published in your home town.)

_____ _____

Note: if there is more than one paper published in your home town, state the name of the paper that you like best, and tell what party it is in favor of, if you know.

WS

H III

16. Below is a list of names. Put a cross (X) on the little line before the name of each newspaper chain of which you have heard before. Draw a line under the name of a man who controls a large number of magazines. If you think there are two such men named in the list, underline the names of both.

___ Hearst

___ Smith-Townsend

___ Mullen

___ Scripps-Howard

___ McFadden

___ Albright

___ Pulitzer

___ Payne

H III
J III

17. Below is another list of names. Put a cross (X) on the little line before the names of two publications that are liberal or radical. Draw a line under the names of two that are supposed to give true, unprejudiced statements of present day events without expressing an opinion of their own.

___ Popular Mechanics

___ The Nation

___ Congressional Record

___ New Republic

___ The Survey

___ The Literary Digest

___ Time

___ Harper's

___ Scribners'

___ The Cosmopolitan

___ Liberty

___ Saturday Evening Post

[illegible] If a list of [illegible] [illegible] [illegible]

18. State whether "The Masses" is Republican, Democratic, Communist or Socialist. _____

HIII 19. Below are listed some pieces of information that people sometimes need to be able to get. Below this list is a list of some different sources of information. Each source has a number. You are to decide which source of information should be used to find each piece of information, and write the number of the source in the blank space after the piece of information it is used to find.

a. To find out how much tonnage our navy has. ___

b. To find out how many immigrants came to the United States last year. ___

c. To find out what committees a United States Senator served on in the last Congress. ___

d. To look up recent magazine articles about the Gold Standard. ___

e. To find the names of books that tell about parliamentary law. ___

f. To find out what the budget was for your local government last year. ___

g. To find out whether or not a certain book tells about the political career of Alfred E. Smith. ___

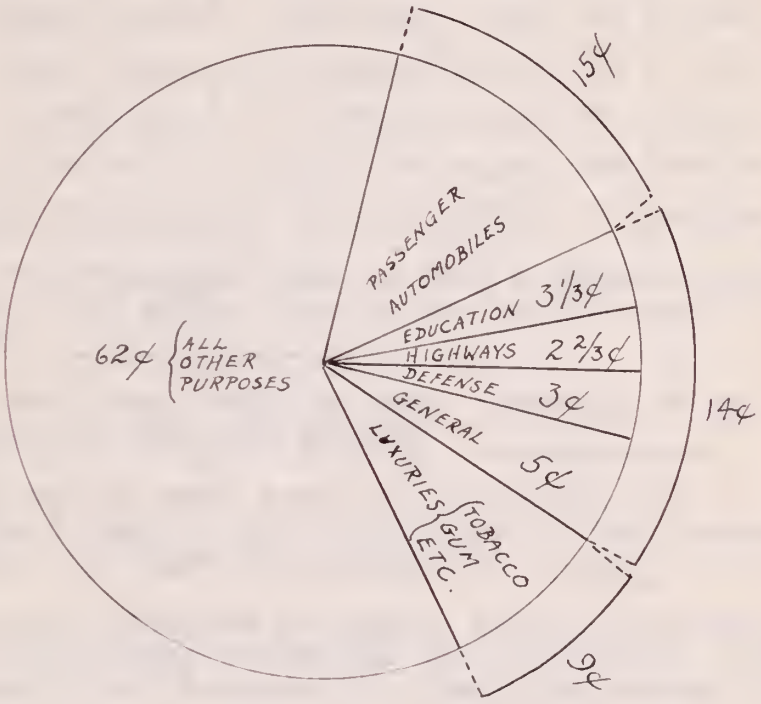
---

1. World Almanac
2. Encyclopedia
3. Town or city report
4. Dictionary
5. Reader's Guide
6. Who's Who in America
7. Index
8. Public library card catalogue

20. Below is a diagram. Below that are some questions about the diagram. Study the diagram carefully. Then answer as many of the questions as you can, on the blank spaces after each question.

HOW AMERICA'S INCOME WAS SPENT

IN 1930



THE INCOME DOLLAR

a. What <u>percent</u> of the income dollar was spent on passenger automobiles? _____%

b. About what part of the nation's <u>tax</u> <u>money</u> was spent on defense? _____

c. How much more out of every dollar of income was spent on luxuries than on highways? _____

d. What <u>percent</u> of the income dollar was spent in taxes for education? _____%

e. What <u>percent</u> of the income dollar was spent for <u>all</u> taxes? _____%

21. Below on this sheet is a table of statistics telling some facts about the number and percent of the boys and girls of this country who have been paid workers between the ages of 10 and 15, during the last fifty years. Below the table of statistics are some questions. Study the table carefully. Then, on the blank space after each question, answer the question as accurately as you can.

CHILDREN 10 TO 15 YRS. OLD, GAINFULLY OCCUPIED IN U.S., BY SEX, 1880 TO 1930

	TOTAL			MALE			FEMALE		
CENSUS YEAR	TOTAL NUMBER	GAINFULLY OCCUPIED		TOTAL NUMBER	GAINFULLY OCCUPIED		TOTAL NUMBER	GAINFULLY OCCUPIED	
		NUMBER	PER CENT		NUMBER	PER CENT		NUMBER	PER CENT
1930	14,200,676	667,118	4.7	7,223,425	460,742	6.4	7,077,151	206,376	2.9
1920	12,502,582	1,060,858	8.5	6,294,985	714,248	11.3	6,207,597	346,610	5.6
1910	10,828,365	1,990,225	18.4	5,464,228	1,353,149	24.8	5,364,137	637,086	11.9
1900	9,613,252	1,750,178	18.2	4,852,427	1,264,411	26.1	4,760,825	485,767	10.2
1890	8,322,373	1,503,771	18.1	4,219,145	1,094,854	25.9	4,103,228	408,917	10.0
1880	6,649,483	1,118,356	16.8	3,376,114	825,187	24.4	3,273,369	293,169	9.0

a. Has the tendency been to hire a greater proportion of boys or of girls, during the entire period, 1880 to 1930? _____

b. In what year does the first decrease in the total number of employed appear? _____

c. Have we had more boys or more girls from 10 to 15 years of age in our population in this country, during the last fifty years? _____

d. Is the difference in number between the boys and girls 10 to 15 years of age in our population a large one or a small one, compared to the total number of both?

_____

e. Has the total number of both boys and girls 10 to 15 years of age in our population shown a steady increase or a steady decrease over the fifty year period?

_____

f. Which of the possibilities listed below is the one which actually happened? Put a check mark (√) on the little line before the one that is TRUE, as proven by the above table.

___ A steady increase of the percentage of children 10 to 15 years of age gainfully occupied.

___ A steady decrease of the percentage of children 10 to 15 years of age gainfully occupied.

___ A decrease followed by an increase.

___ An increase followed by a decrease.

22. Below are some paragraphs quoted from one of President Roosevelt's speeches. Read them carefully, trying to get the point of what he has to say. After you have read them, look at the questions on the lower part of the sheet.

"Certainly the human intelligence that has accomplished the industrial and cultural results displayed at the Century of Progress Exposition need not fall short of devising methods that will insure against another perilous approach to collapse such as that from which we are now emerging.

The long and painful story of the progress of mankind to the development of what we call civilization is divided into chapters each of which marks the overcoming of a curse on humanity. Slavery, private wars, piracy, brigandage and well nigh universal tyranny have in past centuries decimated populations at frequent intervals. Here and there, perhaps, appear sporadic vestiges of intolerance and cruel despotism, but what a change from the world conditions in which they were practically universal.

Yet all of these in their time have been deemed the inescapable crosses of mankind - beyond human power to ameliorate, much less cure. The advance of science and the evolution of humanity and charity made it known to us that whatever is the result of human agency is capable of correction by human intelligence. Who is there of so little faith as to believe that man is so limited that he will not find a remedy for the industrial ills that periodically make the world shiver with doubt and terror?

F. D. Roosevelt - Message to World's Fair, Chicago, May 1933.

Below are listed five statements. You are to choose the one which STATES BEST the MAIN THOUGHT of the quotation you have just read. Then put a check mark (√) on the little line after the one that you choose. Be sure that you choose the ONE that best expresses the MAIN thought.

a. The history of human experience should lead to the belief that the great causes of depression can be conquered. ___

b. Terrible injustices caused the death of many people in past ages. ___

c. People do not ever believe that great difficulties can be cured or made less. ___

d. The advance of science has already overcome our economic troubles. ___

e. There will never be another economic collapse. ___

THE VOCABULARY TEST

The following section is a test of mastery of an adequate knowledge of important words and terms related to government and politics. The first 30 items are completion questions, measuring the testee's speaking and writing vocabulary. The remaining 70 items are in the completion form with word lists supplied, and measure the testee's governmental and political reading vocabulary.

The test items bear code numbers at their left, linking them with the particular FACTUAL objectives to which they are related in content.

The terms called for by the last 70 test items are underlined in the word lists to enable the reader of this study more easily to comprehend what terms the test items are based upon. The words will not, of course, appear thus underlined when the test is presented to the testee.

Certain terms in the word lists, it will be noted, are preceded by an article, "a" or "an". This precaution is necessary, for if the indefinite article were included in the test items themselves, before blanks where the correct term to fill the blank begins with a vowel, a clever testee could choose the correct term from the word list by the simple process of relating that term to the article "an".

Below and on several sheets following there are some statements, each one of which is incomplete. You are to write the words necessary to complete each statement in the blank spaces in the sentences. Do not merely guess. If you are not reasonably certain of an answer, leave the space unfilled.

Example:

The chief executive officer of a state is the _____.

We know that the chief executive officer of a state is the Governor, so we write the word "Governor" on the blank space in the statement.

Also, after you have filled a blank, ask yourself whether or not you remember having heard, studied or discussed the term you used at any time during your school life. If you DO remember having learned about its meaning in school, put a check mark (✓) in the right hand margin after the statement. →

JI	1. G. O. P. is a term often used for what political party? _____
EI	2. The chief officers of a town government are the _____.
EI	3. The "Upper House" is a term used to describe which house of Congress? _____
EI	4. Those crimes which are greater in their seriousness than misdemeanors we call _____.
C	5. That form of government under a monarch who has great powers without great restriction by a parliament we call _____ monarchy.
AI F	6. A person's membership in a state or national group is called his _____.
C	7. That type of government where the people participate directly in the law making is called _____.
C	8. Government by one strong man who holds the greater bulk of power in his own hands, usually supported by the military forces, is called _____.
JI	9. The statement of the principles of a political party or candidate is called that party's or that candidate's _____.

EI	10. The "Lower House" is a term used to describe which house of Congress? _____
C	11. That form of government under a monarch who has no great law making power, but is greatly restricted in his power by a parliament, we call _____ monarchy.
EI GV	12. When a certain number of voters originate a piece of legislation, they are said to be using the method that we call the _____.
EII FII AI Q	13. The practice of giving government jobs to people from one's own party and kicking out the office holders who belong to other parties is called the _____ system.
AI GI	14. The fundamental structures and powers of the United States government are stated in the _____.
AI F	15. A person who has the right to vote is a _____.
EI	16. The direct means by which the President can show his disapproval of a legislative bill is called his power of _____.
EI GV	17. Submitting a proposed piece of legislation to the people for their vote on it we call the _____.
BIIb	18. A planned statement of income and expenditures to be followed over a period of time is a _____.
GI M	19. A person who believes in adhering closely to the exact wording of the Constitution is a "_____ constructionist".
AI,IIIa GI	20. A city's powers and their limits are stated in the city's _____.
AI,IIIa GI	21. The powers that the states have under the United States Constitution are called the _____ powers.
HII Q	22. Laws that are rigid, severe or puritanical about morals are called _____ laws.
DI GII	23. The removal from office of a public official by a vote of the people taken following a petition from a certain number of voters is the _____.
BIII	24. Expanding the currency of a nation so that it is no longer backed by sufficient wealth to make the promise to pay good is called the process of _____.

BIII	25. The institution that balances accounts between banks that are members of the organization is called the _____ _____.	
HIII	26. An article in a newspaper written under the direction of the management, setting forth the opinion of the owner of the paper on the subject, is an _____.	
DI	27. The _____ is another name for the vote.	
BIc	28. A tariff schedule that has as its purpose the prevention of foreign manufacturers from underselling American industries in this country is called a _____ tariff.	
BIIa S	29. _____ is a name that would be given to a declaration that the war debts no longer exist and that this country does not intend to call for further payment.	
EII KI	30. State briefly, in the blank space below, what is meant by the term "the invisible government."	

Below are some sentences with blank spaces left in each. You are to choose a word or term from the list at the bottom of the sheet and write the word or term which you choose in the blank space in a statement. Choose the word which seems to complete the statement most accurately. If there is more than one word or term that seems to fit a statement correctly, choose the one you think is best.

Also, as before, if you remember having heard or learned much about any of the words or terms in school, put a check mark (✓) in the right hand column after the statements in which you use those words or terms. ⟶

EII KI Φ	31.	The custom under which one legislator supports legislation by another in return for like support from him is called _____.
EI,II KI Φ	32.	Lengthy oratory for the purpose of blocking or delaying legislation is called _____.
EII JII KI Φ	33.	The drawing of political boundary lines in favor of the party in power is _____.
EII JII Φ	34.	A distribution of government jobs on the basis of service to the political party in power is called _____.
EI KI	35.	A group of legislators representing the same interest or group of interests and acting as a unit is _____.
JII	36.	A political meeting to arrange for unified political action is _____.
GI	37.	A change in a constitution is _____.
C EI	38.	That system of government where all executive and legislative powers are in the hands of a single small board elected by the voters is the _____ system.
GI M	39.	The tendency to keep things as they are and to resist any change is called _____.
EII Φ	40.	Making a trip supposedly on official business, enjoyed at the expense of the public is _____.

junketing	log-rolling	a caucus
filibustering	gerrymandering	cloture
patronage	conservatism	a bloc
"pork barrel"	an amendment	an injunction
lobbying	commission	unit rule

[illegible]

Do the same thing with the sentences and words below. Remember the right hand column.

AI F N	41. A privilege granted by the government to an individual or a group of individuals (as for example, the right to operate a trolley or a bus line) is called a _____.
C F	42. Rule by the upper social classes is _____.
BIa EI	43. The official who estimates the value of property for purposes of taxation is the _____.
DI,II	44. The system of choosing men for certain public positions by an examination we commonly call _____.
EI	45. An accusation brought against a person by a grand jury is called _____.
BIII	46. Whatever a nation uses as its medium of exchange in legal form is its _____.
AI F	47. The process of making aliens into citizens is called the process of _____.
JII	48. The system which forces all the delegates from a single state to a political convention to be recorded as voting for just one nominee is called _____.
EII JII KI Q	49. Legislation by Congress to appropriate money to gain political favor or to pay political debts, instead of for a strong public need, is called _____ legislation.
JII	50. The method through which a party's candidate for President is chosen by a ballot of the party voters instead of by a party convention is called the _____.

an injunction	direct primary	pork barrell
an indictment	suffrage	unit rule
a franchise	citizen	civil service
a subsidy	naturalization	assessor
currency	aristocracy	bureaucracy

Do the same thing with the words and sentences below. Remember the right hand column.

BIa,b	51.	A tax which would tax big incomes a higher percentage than the low incomes is a _____ tax.
AI F N	52.	Government regulation of private business for the good of the people as a whole is sometimes called _____.
BIIb	53.	The examination and investigation of accounts by one who has had no part in their preparation is called _____.
EI	54.	A secret session of a governmental body is called _____ session.
GI M	55.	A successful effort to keep things as they are is called preserving the _____.
BIII	56.	Currency which the law obliges a creditor to accept in payment of a debt we call _____.
JII	57.	A member of a political group who revolts against the group from within it is _____.
EI	58.	The percentage of a law making body necessary to do business at a session is a _____.
BIa	59.	Listing and valuing property for purposes of taxation is _____.
EII F Q	60.	When government is so completely controlled by officials that it threatens the liberties of ordinary citizens, we call it _____.

executive	plutocracy	quorum
assessment	status quo	plurality
auditing	graduated	legal tender
excise	socialization	dark horse
bureaucracy	an embargo	an insurgent

Do the same things with the statements and words below. Remember the right hand column.

EI HII	61.	The shortening of a prisoner's sentence is sometimes called _____.
EI	62.	Money put up to insure a person's appearance in court is called _____.
L R S	63.	A disbelief in war is called _____.
BIIa S	64.	To fail to pay a just debt is to _____.
S	65.	A group refusal to allow goods to enter a country for sale is called _____.
BIIa S	66.	_____ are damages that are paid or due to settle any international injustice.
S	67.	A country that takes neither side in a dispute is keeping in a condition of _____.
AI, IIIa BIa,b F	68.	Appropriating wealth rather than taxing incomes is called a _____.
BIII	69.	Whatever is used in a country as the standard of value in buying and selling is the _____ _____.
JI	70.	Anything having to do with the country districts as distinguished from the cities and towns may be called _____.

pacifism	Communism	jingoism
neutrality	rural	reparations
medium of exchange	commutation	default
urban	an embargo	probation
capital levy	bail	an injunction

Do the same thing with the sentences and words below. Remember the right hand column.

BIIb EI	71.	An official who regulates and authorizes governmental expenditures is the _____.
BIa DI GIII	72.	Allotting taxes or representatives on the basis of population is _____.
BIa,b	73.	An indirect consumption tax levied before sale to the consumer is an _____ tax.
EI JI,II	74.	A group in government that acts together, and yet is not allied to any one of the established political parties is a _____ group.
EI	75.	A number constituting more than half of the total number of a group is a _____.
EI HII S	76.	When one government sends criminals back to another government against whom the criminals have committed the crime it is called _____.
C	77.	When the representatives in a government are chosen according to the occupation or trade they represent it is called _____ representation.
AI F	78.	The principle that states that the employer must bear the burden of his negligence in caring for the working conditions of his help is the principle of employer's _____.
AI F	79.	The act of seizing property or wealth by the authority of the government is called _____.
EII KI	80.	Trying to influence by personal contact the votes of a legislature about something in which one is greatly interested is called _____.

lobbying	assessor	apportionment
cloture	comptroller	excise
conscription	annexation	liability
confiscation	non-partisan	assessment
extradition	majority	functional

Do the same thing with the sentences and words below. Remember the right hand column.

EI,II HII KI,II	81. A court order requiring some person or persons either to do a thing or not to do it is called _____.
JII	82. A person who is considered to be a possibility for election to some office, but about whom not much information has been given out, is a _____.
C F	83. Rule by the wealthy we call _____.
C EI	84. A cabinet whose members are drawn from more than one political party is called a _____ cabinet.
AI F N	85. When we draft men to do some service for the nation, such as serving in the army, we call it _____.
EI,II GIII	86. The people represented by a certain legislator are that legislator's _____.
EI	87. The court which regulates the estates of dead people is called _____ court.
AI N	88. Bringing waste land into condition for use is _____.
AI KI N	89. A grant or contribution of money made by a government to some enterprise is _____.
AIIIa C	90. When several states join together voluntarily, each keeping a strong individuality of its own, it is a _____.

plutocracy	lame duck	reclamation
bureaucracy	dark horse	federation
coalition	an injunction	constituency
conscription	an amendment	probate
conservation	a subsidy	supreme

Do the same thing with the sentences and words below. Remember the right hand column.

BIc	91.	A duty on goods which is a fixed percentage of the price of an imported article is an _____ duty.
AI F	92.	Special permission to carry on some business enterprise is a _____.
AI	93.	Making foreigners into real, understanding Americans who blend into our life and customs is called _____.
S	94.	When people excitedly demand that the power of a country be violently and greatly expanded, we may call it _____.
DI EI,II	95.	Anything that has to do with the cities and towns as distinguished from the country areas, we may call _____.
BIIa,b S	96.	When the United States government declared a year's extension on the foreign debts, it was a _____.
DI	97.	When we speak of the number of human inhabitants per square mile of a certain area, we are talking about the _____ of population.
EI F	98.	If a person is being held a prisoner, the right that he has to be brought before a judge, to decide whether he shall be tried at once, let out on bail or otherwise fairly treated, is the right of _____.
C	99.	That type of city government which differs in organization from the commission and city-manager types, and is very common in this country, is the mayor and _____ type.
EI F S	100.	When the government forces aliens who have been in this country to return to their native land, it is called _____.

moratorium	habeas corpus	urban
cancellation	priority	density
extradition	ad valorem	jingoism
deportation	council	isolation
assimilation	executive	concession

THE FACTUAL OBJECTIVES

The following section presents the completed list of FACTUAL objectives measured by the WORKING SKILLS, VOCABULARY and FACTUAL tests. Under each objective are the code symbols of the test items which measure the particular objective under which they are listed. The order of arrangement of the main headings in this list has no significance.

In the casting into outline form of the major headings, the capital letter "I" was not employed as a symbol. This was to prevent confusion as to its meaning. The same symbol is commonly used in this list of objectives as the Roman numeral I. Wherever that character appears in the objective list, it is to be given this significance rather than to be interpreted as a capital letter.

A. POWERS AND SERVICES OF GOVERNMENT IN THE UNITED STATES

I. A sampled understanding of the genesis, nature and scope of government powers and services.

Xf1 - 1, 3, 40, 43, 44, 53, 55, 66, 95T
Xf2 - 35
Xf3 - 1, 2, 6, 10, 20
Xf6 - 1, 4, 10T

Yf1 - 1, 9, 11, 15, 24, 37, 39, 41, 44, 51, 52, 53, 54, 68
Yf2 - 10, 58, 81T
Yf3 - 1, 10, 26
Yf6 - 4, 10T

V - 6, 14, 15, 20, 21, 41, 47, 52, 68, 78, 79, 85, 88, 89, 92, 93

II. A sampled understanding of the several significant group and expert opinions as to the proper scope of governmental powers and services.

Xf1 - 91T, 92T
Xf2 - 15, 40, 50, 51, 82T, 84T
Xf3 - 43T
Xf4 - 1, 2, 3, 4, 5
Xf5 - 1T through 10T
Xf6 - 9T

Yf1 - 93T, 94T
Yf2 - 40, 46
Yf4 - 1, 2
Yf5 - 1T through 10T
Yf6 - 1d, 1f, 1g, 1i, 9T

III. An integrated understanding of the history of shifting and present allocation of power between the several units and several branches of government. Further, the co-operative relationships of unit with unit, branch with branch.

a. An understanding of the history of and the present status of the mutual opposition of centralization and "home rule". Further, the significant opinion concerning the issue of centralization versus "home rule".

Xf1 - 11, 20
Xf2 - 15, 63, 81T
Xf3 - 6, 7, 8, 9
Xf6 - 1a-s, 2a-o, 4a, d, e, g, i

A. Powers and services of government in the United States.

I. A general understanding of the general, nature and scope of government powers and services.

XII - 1, 2, 30, 32, 44, 52, 53, 55, 127
XIV - 35
XIX - 1, 3, 5, 10, 30
XVI - 1, 4, 102

XII - 1, 9, 11, 14, 24, 37, 39, 41, 44, 51, 54, 55, 61, 68
XIX - 10, 26, 27
XVI - 1, 10, 26
XVI - 4, 102

V - 8, 14, 15, 20, 21, 41, 47, 52, 53, 54, 72, 86, 89, 92, 93

II. A supplied understanding of the several significant grows and support organs as to the proper scope of governmental powers and services.

XII - 12, 127
XIV - 15, 40, 50, 51, 52, 127
XIV - 127
XVI - 1, 2, 3, 4, 5
XVI - 12 through 107
XVI - 27

XII - 127, 247
XIV - 40, 46
XVI - 1, 2
XVI - 12 through 107
XVI - 14, 17, 18, 11, 27

III. An integrated understanding of the history of shifting and present allocation of power between the several units and several branches of government. Further, the co-operative relationships of unit with unit, branch with branch.

a. An understanding of the history of and the present status of the mutual superalation of constitution and "home rule". Further, the significant conflict concerning the issue of constitution versus "home rule".

XIV - 11, 30
XIV - 15, 50, 51
XVI - 6, 7, 8, 9
XIV - 1-, 2a-c, 4a, 5, 6, 1

Yf1 - 5, 22, 25, 26, 46, 47, 49, 54, 67
Yf2 - 10, 11, 12, 16, 34, 36, 40
Yf3 - 1, 12, 26
Yf6 - 4(entire)

V - 20, 21, 68, 90

b. An understanding of the history of and the present status of the allocation of powers among the three branches of government (and their agencies). For example, the shift of power from the legislative to the executive.

Xf1 - 3, 6, 8, 10, 23, 95T
Xf2 - 10, 11, 68
Xf3 - 19

Yf1 - 4, 13, 15, 24, 27, 41, 51
Yf2 - 5, 8, 39, 81T
Yf3 - 9
Yf6 - 5f, i, j

c. An understanding of the interrelation of units and branches of government.

Xf1 - 8, 23
Xf2 - 11, 63
Xf6 - 1a - s

Yf1 - 4, 9, 13, 43, 46, 49
Yf2 - 5, 6, 12
Yf3 - 7, 9

IV. THE COST OF GOVERNMENT

An understanding of the problem of COST of government, - the amount, the recent and the present trend, the nature and strength of the public attitude concerning government cost, the comparative cost of the major branches and services, the controlling factors.

Xf1 - 56, 61
Xf2 - 4, 18, 24, 27, 76, 77, 79, 80, 85T
Xf3 - 8, 9
Xf6 - 2

Yf1 - 15
Yf2 - 7, 20, 26, 28, 32, 47, 61, 78T, 79T, 83T
Yf3 - 8

Y#1 - 3, 22, 23, 26, 46, 47, 49, 54, 57
Y#2 - 10, 11, 12, 16, 34, 36, 40
Y#3 - 1, 18, 26
Y#4 - 4(entire)

V - 20, 21, 68, 90

b. An understanding of the history of and the present status of the allocation of powers among the three branches of government (and their agencies). For example, the shift of power from the legislative to the executive.

X#1 - 3, 4, 5, 10, 53, 98
X#2 - 10, 11, 28
X#3 - 19

Y#1 - 4, 13, 15, 34, 37, 41, 51
Y#2 - 5, 8, 39, 81
Y#3 - 9
Y#5 - 81, 1, 4

c. An understanding of the interrelation of units and branches of government.

X#1 - 8, 32
X#2 - 11, 69
X#6 - 1a - 5

Y#1 - 4, 9, 12, 43, 46, 49
Y#2 - 5, 6, 12
Y#3 - 7, 9

IV. THE COST OF GOVERNMENT

An understanding of the problem of COST of government, - the amount, the recent and the present trend, the nature and strength of the public attitude concerning government cost, the comparative cost of the major branches and services, the controlling factors.

X#1 - 56, 81
X#2 - 4, 15, 34, 37, 76, 77, 78, 80, 85
X#3 - 8, 9
X#6 - 3

Y#1 - 15
Y#2 - 7, 30, 33, 36, 37, 41, 47, 48, 49
Y#3 - 8

B. THE FINANCIAL ASPECTS OF GOVERNMENT

I. An integrated picture of governmental income.

a. An understanding of the distribution of wealth, the number and nature of the tax sources, the allocation of the taxing powers, the methods of levy and collection.

Xf1 - 34
Xf2 - 28
Xf3 - 3, 7, 24
Xf6 - 1c, k, m, 2a - o

Yf1 - 43
Yf2 - 22, 24, 41, 54
Yf3 - 3, 8, 12, 13, 20

V - 43, 51, 59, 68, 72, 73

b. An understanding of the most significant principles and operating effects of the United States tax systems. An understanding of the amount and distribution of the tax burden. A knowledge of the significant opinion concerning the purposes and principles of taxation.

Xf1 - 34, 42, 52, 66, 71, 93T
Xf2 - 13, 18, 42, 43, 52, 57, 62, 76T

Yf1 - 42, 43, 53
Yf2 - 20, 24, 28, 41, 51, 52
Yf3 - 13
Yf6 - 1a

V - 51, 68, 73

c. A sampled understanding of the tariff, - its purposes, its principles, its machinery, significant opinion concerning it.

Xf1 - 5, 18, 68, 69
Xf6 - 1c, 5d

Yf2 - 1, 25
Yf6 - 1k, 1, 4

V - 28, 91

B. THE FINANCIAL ASPECTS OF GOVERNMENT

I. An integrated picture of governmental income.

a. An understanding of the distribution of wealth, the manner and nature of the tax sources, the allocation of the taxing powers, the methods of levy and collection.

Xf1 - 34
Xf2 - 26
Xf3 - 3, 7, 24
Xf6 - 1c, 1k, m, 2a - o

Yf1 - 43
Yf2 - 22, 34, 41, 54
Yf3 - 3, 6, 18, 19, 20

V - 43, 51, 59, 68, 72, 73

b. An understanding of the most significant principles and operating effects of the United States tax system. An understanding of the amount and distribution of the tax burden. A knowledge of the significant opinion concerning the purposes and principles of taxation.

Xf1 - 34, 42, 32, 66, 71, 72[illegible]
Xf2 - 13, 18, 42, 43, 52, 57, [illegible], 76[illegible]

Yf1 - 42, 43, 53
Yf2 - 20, 24, 30, 41, 51, 52
Yf3 - 15
Xf6 - 1a

V - 51, 66, 76

c. A sampled understanding of the tariff, - its purposes, its principles, its mechanism, significant opinion concerning it.

Xf1 - 5, 18, 66, 69
Xf6 - 1c, 5d

Yf2 - 1, 25
Yf6 - 1k, 1, 4

V - 28, 91

II. An integrated picture of governmental finance.

a. An understanding of the present governmental financial status, - assets and indebtedness, their nature and amount in terms of the taxpayer's burden.

Xf1 - 43
Xf2 - 2, 24, 27, 43, 47, 49, 76T, 78T, 79T, 85T
Xf3 - 42T
Xf6 - 5j

Yf1 - 71, 72, 91T
Yf2 - 7, 9, 26, 32, 44, 45, 47, 52, 78T, 79T, 80T, 83T
Yf6 - 1b

V - 29, 64, 66, 96

b. An understanding of governmental financial practices.

Xf1 - 34
Xf2 - 11, 43, 54, 71, 85T
Xf3 - 19

Yf1 - 7, 15
Yf2 - 11, 26, 64, 83T

V - 18, 53, 71, 96

III. A coherent, integrated picture of the United States banking and currency systems, - an understanding of the methods and principles of currency, issue, security and redemption, the purposes and principles of the Federal Reserve System, the operation of "credit" as a financial and economic device.

Xf1 - 7, 50, 53
Xf2 - 7, 31, 43, 49, 53, 56, 70, 83T
Xf3 - 45T
Xf6 - 1d, e, 5b

Yf1 - 16, 25, 40, 48, 95T
Yf2 - 27, 47, 49, 65, 83T, 84T
Yf3 - 6, 14, 16, 44T
Yf6 - 1f

V - 24, 25, 46, 56, 69

II. An integrated picture of governmental finance.

a. An understanding of the present governmental financial status, - assets and liabilities, their nature and account in terms of the taxpayer's burden.

XXI - 45
XX2 - 5, 24, 37, 43, 47, 49, 72, 78, 79, 88, 88T
XX3 - 48T
XX4 - 9

XY1 - 71, 78, 91T
YY2 - 7, 9, 20, 22, 44, 49, 57, 58, 75T, 78T, 84T, 88T
YY4 - 11

V - 22, 34, 41, 96

b. An understanding of governmental financial practices.

XX1 - 34
XX2 - 11, 46, 54, 71, 48T
XX3 - 15

YY1 - 7, 16
YY2 - 11, 28, 34, 37T

V - 18, 32, 71, 96

III. A coherent, integrated picture of the United States banking and currency systems, - an understanding of the methods and principles of currency, issue, security and redemption, the purposes and principles of the Federal Reserve System, the operation of "credit" as a financial and economic device.

XY1 - 7, 30, 38
XY2 - 7, 31, 42, 43, 53, 56, 70, 83T
XY3 - 48T
XY4 - 16, 6, 8T

YY1 - 16, 22, 40, 44, 93T
YY2 - 27, 47, 49, 52, 80T, 84T
YY3 - 6, 14, 16, 44T
YY4 - 11

V - 24, 28, 46, 56, 67

C. THEORIES AND TYPES OF GOVERNMENT

A coherent picture of the major theories and types of government, purposes, functions and organization. An understanding of the significant similarities and differences of each major type as over against each of the others, as to tenets and practices. The ability to associate each with its outstanding advocates and adherents.

Xf1 - 4, 26, 28, 48, 51, 52, 57, 72
Xf2 - 14, 16, 25, 26, 34, 50, 51, 57, 60, 63
Xf3 - 18
Xf4 - 1, 2, 3, 4, 5, (entire)
Xf5 - 1T through 10T

Yf1 - 2, 20, 57, 73
Yf2 - 2, 15, 16, 17, 42, 46, 53
Yf3 - 7, 9, 16
Yf4 - 1, 2
Yf5 - 1T through 10T
Yf6 - 1c, d, e, f, g

V - 5, 7, 8, 11, 38, 42, 77, 83, 84, 90, 99

D. THE PERSONNEL OF GOVERNMENT

I. A sampled understanding of the nature and efficiency of the processes of selection of personnel, - the elective and appointive machinery.

Xf1 - 4, 15, 19, 20, 21, 22, 24, 25, 27, 36, 39, 46, 58, 59
Xf2 - 32, 44, 68
Xf3 - 4, 32, 35
Xf6 - 7T

Yf1 - 1, 10, 13, 14, 18, 21, 22, 23, 24, 29, 33, 36, 58, 64
Yf2 - 3, 5, 23, 30, 35
Yf3 - 5, 28, 29, 34
Yf6 - 2, 5, 6T

V - 23, 27, 44, 72, 95, 97

II. The estimate of the moral character, qualification, training and efficiency of government personnel.

Xf1 - 2, 15, 21, 59, 65, 67
Xf2 - 5, 17, 48
Xf3 - 28, 30, 32, 35

Yf1 - 8, 23, 60

C. THEORIES AND TYPES OF GOVERNMENT

A coherent picture of the major theories and types of government, purposes, functions and organization. An understanding of the significant similarities and differences of each major type as over against each of the others, as to tenets and traditions. The ability to associate each with its substanding advocates and adherents.

XT1 - 4, 24, 26, 28, 31, 52, 57, 72
XT2 - 14, 16, 18, 26, 34, 50, 51, 57, 60, 62
XT3 - 18
XT4 - 1, 2, 3, 4, 5, (entire)
XT5 - 11 through 10T

YT1 - 2, 23, 37, 73
YT2 - 2, 15, 16, 17, 42, 46, 52
YT3 - 7, 9, 16
YT4 - 1, 2
YT5 - 1T through 10T
YT6 - 1c, d, e, f, g

V - 5, 7, 8, 11, 38, 42, 77, 83, 84, 90, 99

D. THE FUNCTIONS OF GOVERNMENT

I. A assorted understanding of the nature and efficiency of the processes of selection of personnel, - the elective and appointive machinery.

XT1 - 4, 15, 19, 20, 21, 22, 24, 25, 27, 36, 39, 46, 58, 59
XT2 - 32, 44, 62
XT3 - 4, 32, 35
XT6 - 7T

YT1 - 1, 10, 13, 14, 18, 21, 22, 23, 24, 25, 33, 36, 55, 64
YT2 - 3, 5, 23, 30, 35
YT3 - 5, 28, 29, 34
YT6 - 2, 5, 6T

V - 23, 27, 44, 72, 95, 97

II. The estimate of the moral character, qualification, training and efficiency of government personnel.

XT1 - 2, 10, 21, 39, 65, 87
XT2 - 3, 17, 46
XT3 - 28, 30, 32, 33

YT1 - 9, 24, 40

Yf2 - 19, 35, 56
Yf3 - 27, 33, 35

V - 44

E. THE MACHINERY OF GOVERNMENT

I. An understanding of the "set-up", procedures and agencies of each governmental branch.

Xf1 - 2, 3, 8, 9, 10, 29, 55, 58, 64
Xf2 - 1, 5, 6, 9, 59, 65
Xf3 - 2, 4, 5, 6, 10, 36T, 38T
Xf6 - 3, 4a, d, e, g, i

Yf1 - 4, 13, 19, 58, 59, 66
Yf2 - 2, 3, 4, 5, 8, 71
Yf3 - 1, 2, 5, 9, 26(5-10), 36T
Yf4 - 5
Yf6 - 3

V - 2, 3, 4, 10, 12, 16, 17, 32, 35, 38, 43, 45, 54, 58, 61, 62, 71, 74, 75, 76, 81, 84, 86, 87, 98, 100

II. An understanding of the nature and prevalence of extra-legal, illegal and subversive practices in the branches of government.

Xf1 - 61, 62
Xf2 - 48, 72
Xf3 - 14, 27, 28, 31

Yf1 - 18, 62, 66
Yf2 - 13, 31, 66
Yf3 - 27, 33, 35

V - 13, 30, 31, 32, 33, 34, 40, 49, 60, 80, 81, 86

III. The ability to associate significant figures with their party, constituency, achievements, special responsibilities, ideals and beliefs. Further, the ability to identify the government personnel serving one's own area and to associate each with the points listed above.

Xf1 - 92T
Xf2 - 40, 52
Xf3 - 37T, 38T, 39T, 41T
Xf5 - 1T through 10T
Xf6 - 6T, 8T

Y#2 - 19, 55, 56
Y#3 - 27, 53, 55

V - 44

E. THE MACHINERY OF GOVERNMENT

I. An understanding of the "ins-and-outs", procedures and agencies of each governmental branch.

X#1 - 2, 3, 8, 9, 10, 29, 55, 56, 64
X#2 - 1, 5, 6, 7, 35, 68
X#3 - 2, 4, 5, 6, 10, 56T, 58T
X#4 - 2, 4a, d, e, g, i

Y#1 - 4, 12, 19, 36, 59, 66
Y#2 - 2, 3, 4, 5, 8, 71
Y#3 - 1, 5, 6, 9, 26(5-10), 56T
Y#4 - 5
Y#5 - X

V - 2, 3, 4, 10, 12, 16, 17, 32, 34, 38, 43, 45, 54, 55, 61, 62, 71, 74, 75, 81, 84, 86, 87, 98, 100

II. An understanding of the nature and prevalence of extra-legal, illegal and subversive practices in the branches of government.

X#1 - 61, 62
X#2 - 46, 72
X#3 - 14, 27, 28, 31

Y#1 - 18, 62, 66
Y#2 - 13, 31, 66
Y#3 - 27, 33, 35

V - 13, 30, 31, 32, 34, 36, 40, 49, 50, 58, 81, 86

III. The ability to associate significant figures with their party, constituency, achievements, special responsibilities, ideals and beliefs. Further, the ability to identify the government personnel serving one's own area and to associate each with the points listed above.

X#1 - 98X
X#2 - 40, 52
X#3 - 37X, 58T, 39T, 41T
X#5 - 1T through 10T
X#6 - 6T, 9T

Yf3 - 37T, 38T, 39T
Yf5 - 1T through 10T
Yf6 - 7T, 8T

F. GOVERNMENT AND HUMAN LIBERTIES.

A coherent picture of the interrelation of governmental authority and human liberties. An understanding of the nature and extent of rights, liberty and equality avowed under the Constitution and laws, as contrasted to the nature and degree of <u>realization</u> of rights, liberty and equality.

Xf1 - 4, 12, 17, 27, 33, 35, 38, 40, 42, 46, 53, 55, 57, 62, 63, 92T
Xf2 - 26, 45, 55, 64, 65
Xf3 - 14, 20, 25, 27, 31, 44T
Xf6 - 10T

Yf1 - 1, 3, 6, 28, 31, 34, 37, 41, 42, 51, 52, 53, 65, 66
Yf2 - 33
Yf3 - 12, 33, 35
Yf4 - 5
Yf6 - 2, 10T

V - 6, 15, 41, 42, 47, 52, 60, 68, 78, 79, 83, 85, 92, 98, 100

G. GOVERNMENT AND PUBLIC OPINION

A coherent picture of the interrelation of government and public opinion. A recognition of the various organs and channels of expression.

I. An understanding of the degree of responsiveness of governmental charters to public opinion. The content of American governmental charters. An understanding of the degree of respect that public opinion grants to constitutional charters.

Xf1 - 9, 12, 14, 24, 30, 33, 35, 51, 64, 73
Xf2 - 26, 34, 40

Yf1 - 2, 3, 6, 28, 32, 66, 69, 74, 75
Yf2 - 37, 38, 67
Yf3 - 30

V - 14, 19, 20, 21, 37, 39, 55

123 - 97, 98, 99
120 - 12 through 108
121 - 97, 98

7. [illegible] of [illegible] [illegible].

A constant objective of the interpretation of governmental authority and human liberties. In understanding of the nature and extent of rights, liberty and equality proved under the constitutions and laws, as measured by the nature and degree of [illegible] of rights, liberty and equality.

127 - 4, 12, 17, 27, 30, 44, 48, 49, 40, 47, 46, 54, 56, 66, 67, 68, 69, 100
128 - 26, 63, 58, 64, 65
129 - 14, 30, 50, 87, 91, 92, 100
130 - 102

131 - 1, 4, 6, 25, 31, 36, 37, 41, 42, 51, 52, 60, 65, 66
132 - 32
133 - 12, 58, 59
134 - 8
135 - 2, 102

7 - 4, 10, 41, 43, 47, 52, 56, 69, 76, 77, 82, 92, 94, 96, 100

8. [illegible] and [illegible] [illegible]

A constant right is of the interpretation of government and public opinion. A recognition of the rights [illegible] and channels of expression.

I. In understanding of the degree of responsiveness of governmental charters to public opinion. The content of American governmental charters. An understanding of the degree of response that public opinion grants to constitutional charters.

121 - 9, 10, 14, 24, 30, 35, 75, 81, 84, 93
122 - 26, 34, 45

123 - 2, 8, 9, 25, 37, 44, 48, 74, 76
124 - 37, 38, 87
125 - 30

7 - 14, 15, 20, 21, 27, 30, 35

II. An understanding of the degree to which officials are and can be made responsive to public opinion.

Xf1 - 3, 11, 12, 14, 16, 17, 51, 58, 60, 63, 67
Xf2 - 16, 22, 44, 64
Xf3 - 28

Yf1 - 2, 4, 6, 14, 32, 58, 60
Yf2 - 5, 6, 39, 42
Yf3 - 29

V - 23

III. An understanding of the degree to which legislative representation is and can be made responsive to public opinion.

Xf1 - 10, 16, 17, 27, 47, 58, 68, 74, 75
Xf2 - 16, 34, 45, 48, 65
Xf3 - 28

Yf1 - 2, 3, 6, 19, 30, 32, 58, 59, 76
Yf2 - 2, 3, 13, 19, 33, 55, 60
Yf3 - 30

V - 72, 86

IV. An understanding of the degree to which the body of law and the system of justice are responsive to public opinion.

Xf1 - 8, 14, 31, 63, 64, 76
Xf2 - 36, 38, 40, 46, 64, 68
Xf3 - 14

Yf1 - 3, 6, 28, 31, 66, 77
Yf2 - 5, 6, 13, 58

V. An understanding of the degree of responsiveness of the elective and appointive machinery. Further, an understanding of the nature of and the degree of responsiveness to public opinion of the machinery for direct legislation.

Xf1 - 4, 12, 16, 17, 27, 46, 77, 78
Xf2 - 9, 21, 45, 66, 67
Xf6 - 7T

Yf1 - 14, 21, 30, 33, 78
Yf2 - 3, 23, 30, 55, 68
Yf3 - 11, 28
Yf6 - 6T

V - 12, 17

III. An understanding of the degree to which legislative representation in and can be made responsive to public opinion.

LG1 - 3, 11, 13, 14, 16, 17, 21, 28, 40, 83, 67
LG2 - 12, 38, 44, 60
LG3 - 38

VG1 - 2, 4, 8, 12, 32, 68, 90
VG2 - 3, 6, 28, 42
VG3 - 29

T - 32

III. An understanding of the degree to which legislative representation in and can be made responsive to public opinion.

LG1 - 10, 13, 17, 27, 47, 52, 54, 74, 75
LG2 - 16, 44, 46, 49, 58
LG3 - 59

VG1 - 2, 3, 8, 18, 40, 38, 66, 69, 77
VG2 - 8, 9, 13, 15, 25, 30, 50
VG3 - 50

T - 75, 86

IV. An understanding of the degree to which the body of law and the system of justice are responsive to public opinion.

JG1 - 8, 14, 21, 63, 64, 70
JG2 - 30, 38, 40, 46, 54, 68
JG3 - 14

VG1 - 3, 9, 26, 21, 66, 77
VG2 - 5, 6, 13, 55

V. An understanding of the degree of responsiveness of the elective and appointive machinery. Whether, on understanding of the nature of and the degree of responsiveness to public opinion of the legislature for direct legislation.

LG1 - 4, 12, 16, 17, 27, 42, 77, 78
LG2 - 9, 11, 44, 66, 87
LG3 - 71

VG1 - 14, 21, 20, 34, 78
VG2 - 3, 6, 10, 30, 66
VG3 - 11, 26
VG4 - 61

T - 12, 17

H. THE PUBLIC KNOWLEDGE OF AND ATTITUDE TOWARD GOVERNMENT

A coherent picture of the quality and extent of the public knowledge of and the nature and intensity of the public attitude toward government.

I. An understanding of the nature and intensity of the public attitude toward government personnel. An understanding of the scope of participation in government open to the citizen, his qualifications for participation and his attitude toward participation.

Xf1 - 12, 16, 21, 25, 32, 36, 45, 59, 60, 62, 79, 80
Xf2 - 9, 33, 37, 41, 62, 66
Xf3 - 14, 25, 33
Xf6 - 5

Yf1 - 10, 21, 32, 33, 35, 45, 79, 80
Yf2 - 18, 29, 35, 55, 61, 63, 68
Yf3 - 28, 34
Yf6 - 2

II. An understanding of the public knowledge of and the nature and intensity of attitude toward law, law observance and law enforcement.

Xf1 - 31, 81, 82, 83
Xf2 - 12, 36, 73
Xf3 - 13, 14, 34

Yf1 - 12, 63, 81, 82, 83
Yf2 - 14, 59, 63, 69

V - 22, 61, 76, 81

III. An understanding of the extent and quality of publicity in government and politics. Further, an understanding of the rate, nature and effect on public knowledge of the growing complexity of civilization and government.

Xf1 - 34, 46, 59, 66, 67, 84
Xf2 - 23
Xf3 - 29
Xf6 - 1b, 5a - k

Yf1 - 19, 29, 30, 33, 35, 59, 60, 61, 84, 85
Yf2 - 13, 23, 29, 57, 60
Yf3 - 31

WS - 11, 12, 14, 16, 17, 19

V - 26

V. THE PUBLIC KNOWLEDGE OF AND ATTITUDE TOWARD GOVERNMENT

A coherent picture of the quality and extent of the public knowledge of and the nature and intensity of the public attitude toward government.

I. An understanding of the nature and intensity of the public attitude toward government personnel. An understanding of the scope of participation in government open to the citizen, his qualifications for participation and his attitude toward participation.

XI1 - 17, 16, 21, 85, 89, 35, 46, 59, 60, 66, 71, 8[illegible]
XI2 - 9, 28, 37, 41, 62, 66
XI3 - 14, 20, 34
XI4 - 3

XI1 - 10, 11, 36, 38, 38, 45, 72, 80
XI2 - 18, 22, 55, 66, 71, 83, 90
XI3 - 28, 74
XI4 - 2

II. An understanding of the public knowledge of and the nature and intensity of attitude toward law, law observance and law enforcement.

XI1 - 31, 81, 88, 93
XI2 - 12, 26, 73
XI3 - 13, 14, 34

XI1 - 12, 63, 81, 86, 93
XI2 - 14, 32, 62, 5

V - 32, 51, 76, 81

III. An understanding of the extent and quality of activity in government and politics. Further, an understanding of the rate, nature and effect of public knowledge of the growing complexity of civilization and government.

XI1 - 34, 46, 34, 66, 67, 84
XI2 - 21
XI3 - 23
XI4 - 1b, 3a - x

XI1 - 14, 29, 30, 33, 35, 36, 61, 64, [illegible]
XI2 - 10, 23, 30, 37, 60
XI3 - 31

WC - 11, 12, 14, 16, 17, 19

V - 26

J. THE "PARTY" SYSTEM.

I. An understanding of the location, relative strength and principles of major party groups. Further, of the location, strength, significance and opinion of intra-party and extra-party groups.

Xf1 - 18, 28, 48, 52, 93T
Xf2 - 15, 20, 29, 39, 50, 57, 74, 75
Xf3 - 3, 12, 36T, 39T, 40T
Xf4 - 1, 2, 3, 4

Yf1 - 57, 86,
Yf2 - 21, 22, 34, 40, 46
Yf3 - 4, 22, 25, 36T, 40T
Yf4 - 2
Yf6 - 1a-1, 6T

V - 1, 9, 70, 74, 95

II. An understanding of the nature, organization and efficiency of party machinery and practices. An understanding of the nature and prevalence of extra-legal and illegal political practices. Prejudice in politics. "Whispering campaigns".

Xf1 - 14, 19, 24, 39, 59, 85, 86
Xf2 - 21, 32, 33, 37
Xf3 - 32
Xf6 - 5a-k, 7T

Yf1 - 18, 21, 23, 29, 86, 87
Yf2 - 21, 23, 30, 70
Yf3 - 28, 32, 34
Yf6 - 6T

V - 13, 33, 34, 36, 48, 49, 50, 57, 74, 82, 95

III. The ability to associate political leaders and makers of public opinion with their peculiar responsibilities, beliefs, opinions, utterances or political persuasion.

Xf2 - 19, 22, 52
Xf3 - 22, 39T, 43T
Xf5 - 1T through 10T
Xf6 - 8T, 9T

Yf2 - 43, 54
Yf3 - 25, 41T
Yf5 - 1T through 10T
Yf6 - 6T, 7T, 8T, 9T

WS - 13, 14, 15, 17

A. THE VALIDITY STUDIES.

I. An understanding of the function, relative strength and potentials of major party forms. Position, of the journals, strength, significance and origins of party-party and coalition-party groups.

XIA - 1, 28, 29, 32, 33, 100
XIB - 1, 30, 31, 34, 35, 37, 74, 76
XIC - 2, 12, 100, 371, 407
XID - 3, 7, 8, 9

XIA - 37, 38,
XIB - 32, 33, 34, 40, 44
XIC - 1, 88, 20, 300, 407
XID - 2
XIE - 1a-1, 22

V - 1, 9, 70, 74, 99

II. An understanding of the nature, organization and efficiency of party machinery and practices. An understanding of the norms and prerogatives of active-level and elected political executives. Employing in politics. "Bulldozing Computers".

XIA - 14, 17, 24, 25, 30, 38, 66
XIB - 21, 36, 38, 87
XIC - 36
XID - 3a-1, 17

XIA - 10, 21, 23, 29, 36, 37
XIB - 27, 29, 30, 70
XIC - 73, 81, 34
XIE - 22

V - 12, 20, 24, 25, 40, 45, 60, 67, 74, 82, 99

III. The ability to generate political leaders and makers of public opinion with their peculiar responsibilities, beliefs, opinions, motivations or political measures.

XIA - 17, 21, 22
XIB - 29, 391, 427
XIC - 17 through 107
XID - 7, 9

XIA - 13, 24
XIB - 29, 410
XIC - 17 through 107
XID - 24, 75, 82, 97

V - 12, 14, 15, 17

K. SUBVERSIVE FORCES IN GOVERNMENT.

I. An understanding of the nature and degree of influence exerted on government by "big business". An understanding of the nature and prevalence of special privilege and corruption in government. Further, an understanding of the nature and intensity of the public attitude toward corruption, "big business", and special privilege in government.

Xf1 - 1, 16, 21, 32, 38, 39, 55, 61, 68, 70, 87
Xf2 - 21, 25, 32, 41, 48, 58, 62, 69
Xf3 - 27, 28, 31, 44T
Xf6 - 5, 7T

Yf1 - 1, 8, 18, 32, 41, 45, 51, 60, 88
Yf2 - 18, 21, 23, 29, 31, 47, 53, 61, 71
Yf3 - 10, 27, 29, 31, 33, 35
Yf6 - 1d, h, 6T

V - 13, 30, 31, 32, 33, 35, 49, 80, 81, 89

II. An understanding of the nature and prevalence of radicalism toward government in this country. Further, an understanding of the nature and intensity of the public attitude toward radicalism, unorthodox and differing theories of government, and toward the individuals holding such opinion.

Xf1 - 28, 35, 48, 60, 88, 89
Xf2 - 22, 30, 50, 51, 52
Xf3 - 14, 25
Xf4 - 3, 4, 5

Yf1 - 34, 35, 45, 57, 89
Yf2 - 46
Yf3 - 25
Yf4 - 1, 2
Yf6 - 1c, f

V - 81

L. THE NATIONAL DEFENSE.

A sampled understanding of the problem of the national defense, the nature and efficiency of the organization, its cost, its comparative strength, the significant opinion concerning it.

Xf1 - 6, 37, 50, 54
Xf2 - 7, 77T

I. In understanding of the nature and degree of influence exerted on government by "big business", in understanding of the nature and prevalence of special privileges and participation in government. Further, an understanding of the nature and influence of the public attitude toward particular, "big business", and special privileges in government.

II. An understanding of the extent and prevalence of radicalism towards government in this country. Further, an understanding of the nature and intensity of the public attitude toward radicalism, unpatriotism and lifetaking treaties of government, and toward the individuals holding such opinions.

I. THE MILITARY DEFENSE.

A supplied understanding of the problem of the military defense, the nature and attitudes of the organization, its cost, its comparative strength, the significant opinion concerning it.

Xf3 - 26 (6 items)
Xf6 - 1r

Yf1 - 34
Yf2 - 8, 43, 54, 76T
Yf3 - 23 (6 items)
Yf4 - 4
Yf6 - 1e, j

V - 63

M. CONSERVATISM VERSUS PROGRESSIVISM.

An understanding of the nature and degree of the mutual opposition of conservatism and progressivism in government.

Xf1 - 1, 4, 14, 30, 35, 51, 57
Xf2 - 5, 30, 34, 38, 60

Yf1 - 1, 3, 6, 90
Yf2 - 13, 37, 38, 53, 72, 73
Yf3 - 30

V - 19, 39, 55

N. INDIVIDUALISM VERSUS COLLECTIVISM.

An understanding of the meaning of the history of development of and the present status of the mutual opposition of individualism and collectivism in government.

Xf1 - 1, 33, 34, 38, 40, 42, 43, 44, 53, 55, 57, 66, 68, 91T, 92T
Xf2 - 35, 36, 50, 51, 55, 82T
Xf3 - 1, 6, 20, 44T
Xf4 - 1, 2, 3, 4
Xf6 - 4, 10T

Yf1 - 1, 9, 11, 38, 39, 42, 43, 44, 48, 52, 53, 54, 93T, 94T
Yf2 - 10, 33, 46, 50, 53, 60, 62, 74, 82T, 85T
Yf3 - 26, 42T, 43T, 45T
Yf6 - 1d, f, g, 10T

V - 41, 52, 85, 88, 89

7. CONSERVATISM VERSUS PROGRESSIVISM.

An understanding of the nature and degree of the natural opposition of conservatism and progressivism in movement.

8. MULTIPLICITY OF SOCIETY'S ORGANIZATIONS.

An understanding of the meaning of the history of development of and the present status of the natural association of individuals and collectivism in movement.

O. REPUBLICANISM VERSUS DEMOCRACY.
An understanding of the nature of, and the history of development of the present degree of mutual opposition of republicanism and democracy as theories of representation.

Xf1 - 4, 12, 17
Xf2 - 16, 26, 45
Xf3 - 18

Yf1 - 6, 15, 19, 30, 59, 69
Yf2 - 2, 17

P. THE GOVERNMENT AND EDUCATION.

A sampled understanding of the problem of public education, the scope of governmental responsibility, the machinery of governmental control, its cost, the significant opinion concerning it. (NOTE: The understanding of and attitude toward Education as a total phenomenon will be measured under the test battery of Social Relationships and Agencies. Here it is treated only as a part of the machinery of government.)

Xf2 - 4, 10
Xf3 - 7, 20
Xf6 - 1a

Yf1 - 27, 43, 46
Yf2 - 10, 20, 51, 62, 75

Q. THE EFFICIENCY OF AMERICAN GOVERNMENT.

An understanding of the relative efficiency of the American systems of government, the body of law and system of justice, the character of legislation, the record of government "in business". The significant opinion concerning the above.

Xf1 - 15, 30, 31, 36, 41, 43, 56, 61, 62, 65, 67, 70
Xf2 - 17, 46
Xf3 - 27, 28, 30, 31, 33, 35

Yf1 - 3, 10, 12, 20, 32, 38, 60, 61, 62, 63, 65
Yf2 - 13, 19, 31, 56, 57, 61
Yf3 - 27, 28, 32, 33, 34, 35

V - 13, 22, 31, 32, 33, 34, 40, 49, 60

4. ASSOCIATION WORKS CONSULTANT.

In understanding of the nature of, and the history of development of the present degree of mutual appreciation of responsibilities and dangers as therefore of requirements.

XII - 4, 12, 17
XIV - 16, 26, 40
XIX - 13

YII - 6, 14, 19, 20, 38, 65
YIV - 7, 17

5. THE GOVERNMENT AND PROPERTY.

A simple understanding of the problem of public education. The scope of governmental responsibility, the machinery of governmental control, the ends, the significant opinion concerning it. (NOTE: The understanding of and attitude towards Education as a total phenomenon will be remarked under the term "history of social relationships and agencies. Here it is treated only as a part of the machinery of government.)

XII2 - 4, 10
XII3 - 7, 20
XII6 - 15

YII - 37, 40, 46
YIX - 10, 30, 31, 52, 76

6. THE HISTORY OF AMERICAN GOVERNMENT.

A understanding of the relative efficiency of the different systems of government, the body of law and system of judicial, the character of legislation, the trend of government "in business". The significant opinion concerning the above.

XII - 18, 20, 21, 36, 41, 42, 46, 61, 64, 67, 70
XIV - 17, 46
XIX - 27, 28, 30, 31, 33, 35

YII - 3, 10, 12, 20, 32, 36, 40, 41, 42, 43, 63
YIV - 10, 19, 21, 46, 47, 61
YIX - 27, 28, 32, 33, 34, 75

V - 12, 22, 41, 52, 72, 74, 40, 49, 50

R. PATRIOTISM.

The nature and extent of the testee's informational equipment bearing on the nature and strength of the quality of patriotism.

Xf2 - 61
Xf3 - 15, 16, 17, 21, 22, 23

Yf3 - 17, 18, 21, 24

V - 63

S. INTERNATIONAL RELATIONS.

An awareness and understanding of the most significant factors in the international relationships of the United States with those powers who affect us most vitally, due to their size, location, economic or other peculiarities. (Russia, Japan, Mexico, Cuba, etc.)

Xf1 - 5, 7, 37, 47, 49, 54, 69, 90, 94T
Xf2 - 12, 47, 49, 70, 78T
Xf3 - 11, 42T
Xf6 - 5j

Yf1 - 50, 55, 56, 70, 91T, 92T
Yf2 - 9, 44, 45, 54, 80T
Yf3 - 6, 15, 23
Yf4 - 3, 4
Yf6 - 1b, c, e, j

V - 29, 63, 64, 65, 66, 67, 76, 94, 100

T. CURRENT ISSUES IN GOVERNMENT.

An awareness and understanding of the vital issues of American government today.

Xf1 - 91T, 93T, 94T, 95T
Xf2 - 81T, 82T, 83T, 85T
Xf3 - 41T, 42T, 43T, 44T, 45T
Xf6 - 10T

Yf1 - 91T, 92T, 93T, 94T, 95T
Yf2 - 82T, 83T, 84T, 85T
Yf3 - 42T, 43T, 44T, 45T
Yf6 - 7T, 10T

6. ELECTIONS.

The nature and extent of the texts' informational emphases varying on the nature and strength of the quality of politics.

XXX - 01
XXX - 16, 16, 17, 21, 26, 28

XXX - 17, 18, 21, 29

T - 63

8. INTERNATIONAL RELATIONS.

An awareness and understanding of the more significant factors in the international relationships of the United States with those powers who either do have vitality, due to their size, location, economic or other specialization. (Russia, China, Japan, Mexico, Cuba, etc.)

XXX - 6, 7, 37, 47, 48, 54, 60, 62, 66
XXX - 13, 37, 44, 70, 78A
XXX - 11, 43A
XXX - 41

XXX - 10, 15, 36, 70, 91X, 98A
XXX - 9, 44, 45, 54, 60X
XXX - 6, 10, 32
XXX - 3, 4
XXX - 15, 6, 6, 1

T - 20, 33, 44, 55, 56, 57, 76, 94, 100

7. SOMEWHAT INCLUDE IN GOVERNMENT.

An awareness and understanding of the vital issues of American government today.

XXX - 21X, 35T, 94X, 95X
XXX - 31X, 83X, 83T, 85T
XXX - 41X, 42X, 42T, 44X, 45X
XXX - 10X

XXX - 21X, 35X, 37X, 94X, 95X
XXX - 42T, 83X, 34X, 85X
XXX - 44T, 41T, 44T, 45X
XXX - 7X, 10X

THE FACTUAL TESTS - FORMS X AND Y

The following sections compose the two tests, forms X and Y, of informations and understandings in the field of government and politics. Each form has six sections, as named at the beginning of this chapter under the heading, "The code".

Code numbers to permit reference to the related FACTUAL objectives are listed at the left of each test item.

The right hand margin is to provide a space for the testee to indicate (according to the directions at the head of each test section) whether or not he remembers having dealt with the content of the test items in his classroom experience.

The code symbol at the lower right hand corner of each test page is indicative of the section of the test battery of which the sheet is a part.

Below and on several sheets following there are some statements. You are to decide whether you think a statement is TRUE or FALSE. If you think a statement is TRUE, put a letter "T" on the little line after that statement. If you think the statement is FALSE, put a letter "F" on the little line. If you do not know what you really think about a statement, leave the line blank rather than make a guess. Deal with each statement in this way.

After you have dealt with a statement, ask yourself whether or not you have studied, heard about or discussed the question in school. If you remember that the matter WAS dealt with in school, place a check mark (✓) in the right hand column after the statement. → If you do NOT think that the question was dealt with in your school experience, leave the right hand column blank. (Do not pay any attention to the letters and numbers at the left of the sheet.)

AI,IIa AI M N	1.	The Federal government, as it was originally set up, did not grant any great freedom to private business.	___
DII EI	2.	There is more political talent, supposedly, in the House of Representatives than in the Senate.	___
AI,IIIb EI,GII	3.	Our cabinet is directly responsible to Congress for its acts.	___
C,DI,F GI,MO	4.	Our electoral college has shifted from strict republicanism to pure democracy.	___
BIc S	5.	The higher the tariff that we set up for goods entering this country, the better able the Europeans will be to pay the war debts.	___
AIIIo L	6.	Our army and navy officers determine the amount of armament that the United States has.	___
BIII S	7.	The United States is on the Gold Standard.	___
AIIIbc, EI,GIV	8.	A majority of the justices of the United States Supreme Court may declare an act of Congress unconstitutional.	___
EI GI	9.	The Constitution of the United States provides for a cabinet of ten members.	___
AIIIo EI,GIII	10.	A congressional bill cannot become a law unless signed by the President.	___
AIIIa CII	11.	The President of the United States may not veto state laws.	___

F GI,II,V HI O	12.	Elections are not the only method by which popular opinion of government may be effectively expressed. ___
HII,O	13.	People who mean to be honest do not break laws. ___
GI,II,IV JII,M	14.	Tradition plays a great part in our political and governmental decisions. ___
DI,II Q	15.	Our present system of choosing officials in government guarantees a corps of highly trained men in high administrative positions. ___
GII,III,V HI,KI	16.	A referendum vote arouses, usually, a high degree of popular interest. ___
F GII,III,V O	17.	The recall tends to make representatives merely spokesmen. ___
BIc JI	18.	The Democratic Party believes in a tariff for revenue only. ___
DI JII	19.	The national political parties are regulated mainly by Congress. ___
AIIIa DI	20.	County officials are usually appointed by the Governor, in this state. ___
DI,II HI,KI	21.	City officials are often recruited from the ranks of professional politicians. ___
DI GII	22.	Ambassadors hold office for this country at the will and pleasure of the President. ___
AIIIbc DI	23.	The Senate has the power to approve or reject certain appointments made by the President. ___
DI GI JII	24.	The Constitution of the United States does not provide for political parties. ___
DI HI	25.	The qualifications for voting in presidential elections are different in the different states. ___
C	26.	Some great nations do not have a written constitution. ___
DI F GIII GV	27.	The various political opinions of the people of the United States are all represented in Congress in proportion to the number of people in this country who believe in them. ___
C JI KII	28.	The anarchist political party has some members in the United States. ___
EI	29.	Every state has a governor, a two-house legislature and a system of courts. ___

GI M Q	30.	Our Constitution is readily responsive to social needs and changes.	___
GIV HII Q	31.	There are quite a number of laws on the statute books of this country and this state which there is no real effort to enforce.	___
HI KI	32.	People in general believe the government to be mediocre and somewhat dishonest, no matter what party is in power.	___
F GI N	33.	Our Constitution guarantees that every person in this country shall be treated fairly and equally in every way.	___
BIa,b,IIb HIII,N	34.	Income tax returns are public information.	___
F GI KII M	35.	Radical societies have the full right of free speech, free press and free public meeting, in this country.	___
DI HI Q	36.	The average voter is in the habit of doing his or her own thinking about public questions.	___
L S	37.	There is United States representation on the World Court bench.	___
F KI N	38.	There has been some legislation passed outlawing the "yellow dog" contract and providing relief from government by injunction.	___
DI JII KI	39.	There is a limit set by law to the amount of money that a candidate for the United States Congress may spend on his campaign.	___
AI F N	40.	There is special government protection for women workers in some industries, and in certain localities.	___
Q	41.	Government control of business has always been inefficient.	___
BIb F N	42.	Taxes are used, in this country, to some extent, to force idle land into use.	___
AI,BIIa N,Q	43.	The government owns most of the large power resources of this country.	___
AI N	44.	This state has a system of state unemployment insurance, but it doesn't work in hard times.	___
HI	45.	The majority of people are ignorant of the real meaning of Socialism.	___

DI F GV	46.	The negro can vote freely in any part of the United States where he has met the requirements for citizenship.	___
GIII S	47.	The Philipines have representatives in the United States Congress.	___
C, JI, KII	48.	Socialists believe in war.	___
S	49.	The United States is a member of the League of Nations.	___
BIII L	50.	Investment of capital in foreign countries tends to cause war.	___
C GI,II M	51.	The executive type of government is more conservative, as a rule, than the parliamentary type.	___
BIb C JI	52.	The single tax is a proposal by the Socialists to bring about a complete redistribution of wealth so that everybody will have an equal amount.	___
AI BIII F N	53.	We are under a system in this country, now, where the amount and the nature of an investment of capital is strictly regulated and controlled by law.	___
L S	54.	The Monroe Doctrine is the basis of many international attitudes and policies.	___
AI, EI, F KI, N	55.	The courts have the power to issue injunctions to protect the rights of labor organizations.	___
AIV Q	56.	Since the United States Post Office has lost money every year for the last ten years, it is an inefficient business.	___
C F M N	57.	We have practiced "Socialization" in this country in business and industry, to a great extent, from the very beginning of this nation.	___
DI EI GII,III	58.	National Congressmen are required by law to reside in the area they represent.	___
DI,II HI,III JII	59.	A politician who does not tell the truth about what he <u>really</u> believes doesn't get anywhere in politics in this country.	___
HI KII	60.	Most people feel Socialism to be revolutionary and dangerous.	___
AIV EII KI Q	61.	It has been common in this country for a government commission to continue its existence and expenditure after its usefulness has become very little.	___

EII F Q	62.	Our system of justice guarantees that the defense shall be as capable as the prosecution.	___
F GII, IV	63.	People can feel perfectly free, in this country, to criticize a judge without there being any penalty.	___
EI F GIV	64.	Judges, in general, have to try to apply the exact meaning of the law, instead of using their own discretion.	___
DII Q	65.	Our state legislators are, generally speaking, outstanding leaders who show real qualities of statesmanship.	___
AI BIb N	66.	We attempt in the cities and towns of this state to get back through taxation some of the extra profit that a business makes because it has a good location on the street.	___
DII GII Q	67.	We succeed, generally speaking, in this country, in quickly discovering and removing from public office those who are incompetent.	___
BIc GIII KI N	68.	Many tariff items have been put into a United States tariff schedule to please some particular group, rather than for the general good of all the people of the United States.	___
BIc, S	69.	Tariffs increase the markets of the world.	___
KI Q	70.	City welfare work has reduced the opportunity for graft in city government.	___
BIb	71.	The man with no real estate and a small income pays almost no taxes in this country.	___
C	72.	Every great nation has to have a constitution set down in "black and white".	___
GI	73.	The people of this country, generally speaking, have altered the Constitution frequently.	___
GIII	74.	Citizens in general have insisted that their representatives deal with legislation for the general good of the country.	___
GIII	75.	The average citizen doesn't act as if he cared much what Congress does.	___
GIV	76.	We are trying, in this country, to run the courts of today with many laws of long ago.	___
GV	77.	The candidates for office are not, as a rule, really the "people's choice".	___

GV	78.	Americans do not take as great an interest in the choosing of candidates as they do in the final elections.	___
HI	79.	People know that the Presidents of the United States have all been thoroughly honest in the conduct of their office.	___
HI	80.	People, in general, do not take the duties of citizenship very seriously.	___
HII	81.	People, in general, are quite ready to co-operate in the enforcement of law.	___
HII	82.	People, in general, will read about a murder trial more eagerly than they will about governmental affairs.	___
HII	83.	While we are not law abiding enough, we are better than most countries in this respect, because we are more civilized.	___
HIII	84.	Political campaign information has to be truthful to have any effect on the people of this country.	___
JII	85.	A man's religion makes no difference in his political chances in this country.	___
JII	86.	This country has never had a Catholic President.	___
KI	87.	It is against the law for business interests to keep a man at Washington to work for legislation that favors them.	___
KII	88.	Socialists stand for violence.	___
KII	89.	The people of this country, in general, are more inclined to call names than to argue fairly when someone differs with them about politics.	___
S	90 T.	We have diplomatic relations with the present Russian government.	___
AII N/T	91 T.	One aim of the NRA is to increase the buying power of the consumer.	___
AII,EIII F,N	92 T.	Roosevelt stands for "rugged individualism" in economic affairs.	___
BIb JI,T	93 T.	Many Socialists want a capital levy.	___
S T	94 T.	The policy of Secretary Hull has been to stay out of political affairs in Cuba.	___
AI,IIIb T	95 T.	The United States Supreme Court has the authority to declare the NRA unconstitutional.	___

Below and on several sheets following are some more statements. Each statement has more than one ending. You are to underline the part of the statement that makes the statement read TRUE in your opinion.

Sample: The government of the United States is - is not a monarchy.

The government of the United States is NOT a monarchy, so you underline that part of the statement.

If you do not really know what you think about a statement, leave it without underlining it. ALSO, as you did before, put a check mark (✓) in the right hand column after every statement about which your opinion was formed to some extent by some experience you have had in your school career.

EI	1. There are about 50 - 60 - 70 - 80 - 90 - 100 - 110 members of the United States Senate.	
BIIa	2. The national debt is owed to England - the United States government - the bankers - the concerns that made supplies and ammunition for the last war - the United States taxpayers - the holders of government securities.	
JI	3. Tammany is a Republican - Democratic - Socialist organization.	
AIV P	4. The largest single item of expenditure in most of our state governments is for law enforcement - public health - roads - education - debt reduction.	
EI M	5. The largest single group in Congress is made up of farmers - lawyers - business men - bankers - laborers.	
EI	6. The most powerful committee in the United States House of Representatives is Judiciary - Foreign Affairs - Ways and Means - Privileges and Elections - Rules.	
BIII	7. There about 3 - 12 - 21 - 34 Federal Reserve Central Banks in the United States.	
L	8. We have - do not have any system of universal military training in this country.	
GV HI	9. In the majority of states there is - is not any educational qualification for citizenship.	
AIIIb EI P	10. The school board of a city is controlled by the mayor - by the city council - is largely independent of the mayor and city council.	

AIIIb,c BIIb P	11.	The final decision as to the size of a city budget rests with the city council - the mayor - the city treasurer, as a rule.
HII S	12.	Other nations look at the United States as an example of lawfulness - lawlessness.
BIb	13.	The burden of cost of a sales tax finally falls on the consumer - merchant - manufacturer.
C	14.	The English cabinet is a committee of the legislature - is a body chosen by the king - is elected directly by the people.
AII,IIIa JI	15.	The Southern states on the whole believe in states' rights as opposed to the rights of the central government more strongly than do the Northern states - less strongly than do the Northern states.
C GII,III O	16.	It is fairly common for the British - United States government to call on the people for a vote of confidence.
DII Q	17.	Our public offices are largely filled with courageous outstanding experts - with men of mediocre ability.
AIV BIb	18.	The individual is taxed more heavily - less heavily in the United States than he is in Great Britain.
JIII	19.	The Hearst newspapers are Republican - Democratic - Socialist - Communist - non-partisan in their editorial policies.
JI	20.	Southern whites are usually Republicans - Democrats.
GV JII KI	21.	Election campaigns in the Republican and Democratic parties are financed by a flat contribution from each member of the party - by large contributions from large interests and wealthy men - by large and small contributions from people both rich and poor.
JIII KII	22.	The "Nation" is Republican - Democratic - Socialist - Communist.
HIII	23.	As civilization develops, the average voter naturally knows more about a greater proportion of the government problems - knows about a smaller proportion of the problems of government.
AIV BIIa	24.	In general, incomes in this country have increased faster - slower than has the cost of government.
C KI	25.	That type of city government which is most likely to come under the control of "bossism" is the mayor and council type - the commission type - the city manager type.

C F GI O	26.	Our government was originally primarily a republic - a democracy. It has tended to become more of a democracy - republic since its founding.
AIV BIIa	27.	At the end of the last fiscal year, the Federal Treasury showed a debit balance - credit balance - no balance of either sort after all the receipts and expenditures were taken into account.
BIa	28.	The greatest source of Federal revenue is the income tax - the general property tax - excise taxes - the inheritance tax - sales taxes.
JI	29.	The American Legion does - does not express itself on political matters unless the matters have to do with war veterans.
KII M	30.	People in general in this country have been willing throughout the history of its government to try new governmental ideas - have believed in sticking to the old way.
BIII	31.	The bills that are backed by the United States government bonds and by other lawful money are Federal Reserve notes - United States greenbacks - United States notes - National Bank notes - silver certificates - gold certificates.
DI JII KI	32.	"Big business" takes an active part in government and politics - doesn't really care about politics since business is not seriously affected by it.
HI JII	33.	A "split ticket" is usually the sign of a thinking voter - an unthinking voter.
C GI GIII M	34.	The American method of amendment of the Constitution is very difficult - is somewhat difficult - is not difficult at all.
AI N	35.	The government of this country is in business to a great degree - to a moderate degree - to no appreciable degree.
GIV HII N	36.	As countries go, this country has a great number of laws - a reasonable number of laws - few laws.
HI JII	37.	Most - some - few people are born Republicans or Democrats.
GIV, M	38.	Most - some - few judges are old men.
JI	39.	Southern negoes are usually Republicans - Democrats.

[illegible]

[illegible]

[illegible]

AII EIII GI,IV	40.	Underline the names of the justices of the Supreme Court who are supposed to be "liberal". McReynolds - Brandeis - Sutherland - Hughes - Van Devanter - Butler - Stone - Roberts - Cardozo.
HI KI	41.	The general public believes that the average office holder is selfish and inclined to graft - is an unselfish server of the public good.
BIb	42.	The burden of a sales tax would fall in the end on the consumer - the producer - the merchant.
BIb,IIa,b III	43.	Government bond issues are paid up, finally, by the bankers - the business men - the taxpayers.
DI GII	44.	Postmasters are chosen by civil service examination - are chosen by appointment from the party in power.
F GIII,V O	45.	The initiative and referendum tend to make our government more - less one "of the people, by the people and for the people".
GIV HIII Q	46.	Some - many - a few of the laws on our statute books are out of date.
BIIa S	47.	The debtor nations have - have not enough gold to pay the war debts even if they really wanted to.
DII EII GIII KI	48.	Congressmen often - sometimes - seldom vote for something that means very little to them, just so that some other Congressman will vote for something that they want.
BIII S	49.	American capital is invested heavily - lightly in Mexico.
AII C JI KII N	50.	Socialists believe in government ownership of everything - government ownership of the most important producing and distributing enterprises - government ownership of nothing.
AII C KII N	51.	Anarchists believe in the government ownership of everything - government ownership of the most important producing and distributing enterprises - government ownership of nothing.
BIb,EIII JIII,KII	52.	A capital levy is advocated by Thomas - Roosevelt - Mellon - Mills - Woodin - Morgenthau - Hoover.
BIII	53.	The Federal Reserve System makes it harder - makes it easier for a merchant to borrow money for a business enterprise.
BIIb	54.	The average city can spend only what it takes in the form of tax money - can borrow money at infrequent intervals - is financed year after year on borrowed money.

[illegible] 12. [illegible] - [illegible] - [illegible] -

F N	55.	It is - is not against the law for employers to insist that a man who works for them shall not join a union.
BIII	56.	Federal Reserve notes are backed by gold - silver - government bond issues - commercial obligations.
BIb C JI	57.	The theory of economics that argues that all the values in an economic system lie, fundamentally, in the location and character of the land is the "laissez-faire" theory - the single tax theory - the theory of Communism - the theory of Socialism.
KI	58.	The terms of railroad franchises increase - decrease the chance of the abuses of a monopolistic situation.
EI	59.	Compared to England, we convict a high - low - about the same percentage of our suspected criminals.
C GII M	60.	When the majority of the voters in this country wish to replace the administration with another, it can be accomplished more quickly - must be accomplished more slowly than in the average European country.
R	61.	This country has much - some - little natural scenic beauty of which we should be rightfully proud.
BIb HI KI	62.	People in general are most interested in the cost - the quality of city or town government.
AIIIa, c C	63.	The state exercises much - some - little constant control over city and town governments.
F GII, IV	64.	Judges can - cannot be removed in this state by the recall of the people.
EI F GIII	65.	It is - is not possible for people of this state who are interested in a proposed piece of legislation to have a public hearing before a committee of the legislature.
GI HI, III	66.	The average citizen is competent to deal with all - most - some - few - none of the legislative problems of government by means of the referendum.
GI HIII	67.	There are more - about the same number - fewer Federal problems than there are state problems suitable to a referendum.
AIIIb DI GIV	68.	The judges in this state are elected - appointed by the governor - appointed by the legislature - appointed by the mayors - elected for each district by the voters from that district.
BIIa KI	69.	The banks have a strong control over the cost of government - have nothing to say about it, since they are private businesses for the most part.

BIII S	70.	When, in a foreign financial market, there occurs a "flight from the American dollar", it means that there is a lack of confidence in the value of the dollar - that there is a move to buy cheaper money than the American dollar - that there is an attempt to get out of paying debts that the foreign investors owe to American business men.
BIIb	71.	The invested governmental funds in this country are considered safer generally when put into bonds rather than stocks - stocks rather than bonds.
EII	72.	All - most - many - some - few - none of our legislators have been guilty of practices during their career that are clearly opposed to the principles of honest, unselfish service.
HII	73.	People take too much - too little interest in the accused person in a murder trial.
JI	74.	The southern states throw a vote that is strongly Democratic - strongly Republican - is usually so close that no one can have any idea how it is coming out.
JI	75.	Most of our Presidents have been Democrats - Republicans since the founding of the two parties.
AIV BIbIIa	76T.	The total cost of government in the United States for the last fiscal year was about $1.00 - $10.00 - $100.00 - $1000.00 per capita.
AIV L	77T.	On the average, about 5 - 7 - 10 - 12 - 18 - 21 - 29 - 34 - 42 - 67 - 72 cents out of every tax dollar in this country is spent on the national defense.
BIIa S	78T.	The total funded war debt owed to the United States by the fifteen debtor nations is about 1 million - 11 million - 1 billion - 11 billion - 111 billion dollars.
AIV BIIa	79T.	Underline the amount nearest to the amount of the public debt per capita for the last fiscal year. 10 - 75 - 200 - 700 - 1000 dollars per capita.
AIV P	80T.	The average cost of education per pupil per year in the public schools of this country is about 10 - 20 - 30 - 50 - 70 - 90 - 120 - 210 - 300 dollars.
AIIIa T	81T.	During the Roosevelt administration the tendency has been toward more - less centralization of government.
AII N T	82T.	One aim of Roosevelt's recovery program has been to extend to the farmer less credit so that he will not go so heavily into debt - more credit so that he can make a better living.

BIII T	83T. "Free silver" would mean that silver would be a basis of currency - that gold would have no value - that silver would cost nothing.	
AII	84T. The American Federation of Labor, generally speaking, supports - is against the broad plans of President Roosevelt for recovery.	
AIV BIIa,b T	85T. The expenses of the President's recovery measures have to be paid by the Federal - local - state governments.	

Below and on several sheets following there are some statements, each of which is incomplete. You are to write in the blank space in each statement the words (or figures) necessary to complete the statement and make it true, in your opinion. Don't merely guess. If you are not reasonably sure of an answer, leave the space in that statement unfilled.

First example:

The chief executive officer of a state is the _____.

We know the Governor is the chief executive officer of a state, so we write the word "Governor" in the blank space in the statement.

Second example:

There are about _____ Senators in the United States Congress.

If you think there are about 350 Senators in the present Congress, write the figure "350" in the blank space in the statement.

ALSO, keep on checking the right hand column (✓) after every statement that you remember having learned about at sometime IN SCHOOL.

AI EI N	1. The board of men appointed by the President who regulate the conditions under which freight rates are determined, and, in general, regulate "common carriers" is the _____.	
AI EI	2. The board appointed by the President whose duty it is to regulate the methods by which a concern in one state may do business in another state is called the _____.	
BIa	3. For what is the gasoline tax in this state chiefly spent? _____.	
DI EI	4. How long a term so United States Representatives have? _____.	
EI	5. How many representatives in the United States House of Representatives does your state have? _____	
AI,IIIa EI,N	6. That governmental agency which administers funds to help agriculture, and in fact has that as its special task, is the _____.	
AIIIa BIa P	7. The money that pays for public schools in my community comes mostly from a tax on _____. The branch of government that decides the amount of the tax and collects it is the _____ government.	

[illegible]

[illegible]

[illegible]

AIIIa AIV	8.	The greatest single item in the expenditure of state tax money is the amount spent for _____.
AIIIa AIV	9.	The greatest amount of Federal tax money is spent for _____.
AI EI	10.	The body of government officials whose duty it is to interpret the laws and to decide legal disputes is the _____ branch of government.
S	11.	Our relations with Cuba are defined in a piece of legislation called the _____.
JI	12.	About ____% of the population of this country lives in the country, and about ____% lives in towns or cities.
HII	13.	On the blank lines below name two or three of the chief causes of crime. _____ _____ _____ _____
EII F GIV HI,II KII	14.	On the blank lines below, name two famous cases at law in this country in which some people the accused persons were found guilty because of prejudice on the part of the court or the jury. If you know of any such case going on at present, name that. If you cannot think of two, name one, if you can think of it. _____ _____
R	15.	Of how many verses of "America the Beautiful" do you know all the words? _____ verses.
R	16.	Of how many verses of "The Star Spangled Banner" do you know all the words? ____ verses.
R	17.	Do you know the Preamble to the Constitution of the United States by heart? _____ Do you understand fairly thoroughly what it means? _____
C O	18.	That kind of government where the people participate only through their elected agents who may use their own judgment to a great degree is called _____.
AIIIb BIIb	19.	The budget for this state is prepared by the _____. It is finally approved by the _____.
AI F N O	20.	On the blank lines below name two things that are supported by either the Federal, state or local governments to help a person, rich or poor, continue to educate himself after he has left the regular public schools. _____ _____

[illegible] 9. [illegible] _____.

[illegible] 10. [illegible] _____.

[illegible] 11. [illegible] _____ [illegible] _____.

[illegible] 12. [illegible] _____.

[illegible] 13. [illegible] ____ [illegible] ____ [illegible] ____ [illegible] _____.

[illegible] 14. [illegible] _____.

[illegible] 15. [illegible] _____.

[illegible] 16. [illegible] _____.

[illegible] 17. [illegible] _____.

[illegible] 18. [illegible] _____.

[illegible] 19. [illegible] _____.

[illegible] 20. [illegible] _____.

R

21. Tell on the blank lines after each date listed below what event we celebrate on that date. Do not give just the name of the holiday, but, in a sentence, tell what the holiday is in memory of; - in other words, tell its historical significance.

February 12 _____

_____

July 4 _____

_____

October 12 _____

_____

JIII
R

22. After the name of each person listed below state one great ideal that that person stands for in American History.
For example:
Mary Lyon Educational opportunity for women

Names	Ideals
Susan B. Anthony	_____
John Hay	_____
Andrew Volstead	_____
Horace Mann	_____
Clara Barton	_____

R

23. Name two ideals that this country as a nation has stood for, ideals in the achievement of which this country has led the way, and of which we have a right to be justly proud. Name one if you cannot think of two.

_____

_____

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

BIa

24. If you know that the valuation on a piece of real estate is $6500 (assessed value) and the rate in the community is $32.50 a thousand, how much tax will the owner be charged? (Do your figuring in the blank space below.)

_____(Answer)

F
HI
KII

25. List in the blank space below as many as you can of the rights granted to every American citizen by the Constitution of the United States. (Don't make any up. List only those that you really know about.)

L

26. Write before the name of each country listed below the word that truly describes the strength of the standing army of that country as compared to the strength of the standing army of the United States. Use one of these three words: "greater". "equal", "less". For example, if the name "Belgium" appeared on the list, you would write the word "less" before it, because Belgium's standing army strength is LESS than that of the United States.

_____ Germany

_____ Russia

_____ Japan

_____ Italy

_____ France

_____ England

Below there are some statements with a blank space left in each. You are to write in each blank space one word which will make the statement read so that you can agree with it. Use one of the following words: "always", "usually", "often", "sometimes", "seldom", "never". Be sure that you choose the word that makes the statement most nearly true in your belief. If your opinion was formed by something that you have heard, learned, discussed or studied about in school, put a check mark (✓) in the right hand column after the question about which your opinion was thus formed.

EII F KI Q	27.	In court, the poor are _____ punished severely.
DII, EII GII, III KI, Q	28.	Legislators _____ consider their own selfish constituencies more than they do the welfare of the country at large.
HIII	29.	Newspapers are _____ frankly politically partisan.
DII Q	30.	City officials are _____ experts.
EII, F KI, Q	31.	In court, the rich _____ get off easily.
DI, II JII	32.	Men elected to political office _____ give political appointments to those who have worked hard to elect them.
HI Q	33.	We _____ act on the basis of prejudice in governmental matters.
HII	34.	Newspapers _____ help to make a glorious and interesting hero out of a criminal.
DI, II Q	35.	Our judges are _____ selected for their wisdom and honesty.

You are to fill the blank spaces in each statement on this sheet with any word, name or figure that completes the statement correctly. Remember to check mark (✓) the right hand column after each question that you learned about in school.

EI JI	36. There are about _____ Democratic Representatives and about _____ Republican Representatives in the present national Congress.	
EIII	37. Give the last names of the legislators in the State Legislature (both houses) who represent the district in which you live. _____ _____ _____ _____	
EI EIII	38. In the blank space below, name the members of the President's cabinet, and tell after each name what cabinet position the person holds.	
EIII JI,III	39. Name the political party to which the present Governor of your state belongs. _____	
JI	40. The _____ party controls the most seats in the lower house of the legislature of this state.	
EIII T	41. The name of the man whom Roosevelt has made the Administrator of the NRA is _____.	
BIIa S T	42. One country which paid her last war debt installment to the United States promptly and in full was _____.	
AII JIII T	43. A famous radio speaker who has worked hard to spread the idea of inflation is _____.	
F KI N T	44. That piece of legislation during the present administration that has as its purpose the regulation by the government of the kinds of stocks and bonds that shall be marketed in this country is known as the _____ _____ Act.	

BIII T	45. Devaluating the dollar so that prices will T rise is sometimes called _____.	

Below are some statements with a blank space left in each. You are to choose a word or term from the list at the bottom of the sheet and write the word or term you choose in the blank space in the statement. Choose the word that seems to complete each statement most correctly. If there is more than one word or term that seems to fit a certain statement, choose the one that seems to be the most correct.

Again, if you remember having heard or learned much about a word or term in school, put a check mark (✓) in the right hand column after the statement in which you used that word or term.

AII, C JI, N	1. _____ believe that the government should simply maintain peace and order.	
AII, C JI, N	2. _____ believe that the government should take charge of everything that it can do better than any other organization.	
AII, C JI, KII N	3. _____ believe that the government should own and operate the public utilities, natural resources and the principal producing and distributing agencies.	
AII, C JI, KII N	4. _____ believe in the abolition of the system of private property.	
AII, C KII	5. _____ believe in trusting to voluntary co-operation rather than to government.	

Collectivists	Democrats
Republicans	Individualists
Anarchists	Communists
Revolutionists	Constitutionalists
Socialists	Federalists

AII
C
EIII
JIII

Below are some statements with a blank space before each. At the bottom of the sheet is a list of men's names. You are to pick the right name from the list at the bottom of the sheet and write it in the blank space before the statement that it goes with. Pick a different name for each statement.

1T.	_____	A present United States Supreme Court justice.
2T.	_____	A famous judge who has recently carried out a thorough investigation of Tammany.
3T.	_____	An author of a plan for paying the war reparations.
4T.	_____	An insurgent republican United States Senator.
5T.	_____	The present Speaker of the United States House of Representatives.
6T.	_____	A former member of the President's "brain trust" who is now an editor.
7T.	_____	The man who under Roosevelt has control of the country's gold.
8T.	_____	One of the authors of a "banking" bill under the present administration.
9T.	_____	The United States Director of the Budget.
10T.	_____	The Communist candidate for President of the United States in the last presidential election.

Lewis W. Douglas	William Borah
Henry T. Rainey	Henry Morgenthau, Jr.
Wayne C. Rolls	Raymond Moley
Samuel Seabury	Myron R. Doane
Louis D. Brandeis	William Z. Foster
Zebulon R. Chase	Paul Mirick
Carter Glass	

AI, IIIa, c

1. Below are listed some of the powers of government. Some belong to the Federal government, some to the state government, and some to the local government, city or town. Mark all the powers that are exercised by the Federal government by placing a letter "F" on the blank line before each such power. Put a letter "S" before every power that is a state power. Put a letter "L" before every power that is exercised by the local government, either city or town. You may mark a power with more than one letter, if that power is exercised by more than one of the units of government.

P a. ___ Control of education
HIII b. ___ Censorship of the press
BIa, c c. ___ Charging import duties
BIII d. ___ Coinage of money
BIII e. ___ Control of banks
f. ___ Deciding who may vote in national elections
g. ___ Regulating immigration and naturalization
h. ___ Passing ordinances about zoning, etc.
i. ___ Coastwise shipping regulations
j. ___ Regulation of liquor
BIa k. ___ Levying income taxes
l. ___ Care of the insane
BIa m. ___ Levying taxes to pay the cost of government
n. ___ "Police" powers
o. ___ Regulation of corporations
p. ___ Interstate commerce regulation
q. ___ Protection of life and property
L r. ___ Maintaining the militia
s. ___ Carrying on foreign relations

If you learned what you know about this question IN SCHOOL, put a check mark (✓) on this line. ___

AIIIa, IV
BIa

2. On the blank lines below, list as many different taxes as you can think of which are in force in this state. On the second line, after each one, write one of the following words: "Federal", "state", or "local", to show which unit of government collects the money.

Taxes	Collecting authority

If you learned most of what you know about this question IN SCHOOL, put a check mark (√) on this little line. ___

EI

3. Below are listed the steps that are taken in a criminal case in court. Number the steps on the little blank line before each one in the order in which they really take place in court. That is to say, number the step that happens first in a criminal case by putting the number "1" on the line before that step, put the number "2" on the line before the step that happens next in a criminal case, and so on until you have numbered each step in the order in which it occurs in court.

___ Trial

___ Arrest

___ Verdict

___ Hearing before a justice or magistrate

___ Sentence

___ Indictment

___ Grand jury hearing

___ Appeal

If you learned what you know about this question IN SCHOOL, put a check mark (✓) on this line. ___

AI, N

4. Below are listed some government agencies. Put a cross (x) on the little line before each one that you are SURE you have heard of before.

AIIIa, EI
a. ___ United States Shipping Board
b. ___ Federal Power Commission
c. ___ United States Tobacco Board
AIIIa, EI
d. ___ United States Tariff Commission
AIIIa, EI
e. ___ Federal Radio Commission
f. ___ Federal Commission on Public Speaking
AIIIa, EI
g. ___ Federal Farm Board
h. ___ United States Corn Products Commission
AIIIa, EI
i. ___ Federal Trade Commission

If you learned what you know about this question IN SCHOOL, put a check mark (✓) on this line. ___

HI, II
KI

5. Below are listed some VITAL ISSUES or PROBLEMS of government. Some were discussed a lot in the last Presidential campaign and some were not. You are to choose the ones that were NOT discussed in the last Presidential campaign, and put a cross (x) on the little line before each one that you choose.

a. ___ Prohibition

BIII b. ___ Control of banking

BIc c. ___ Farm relief

d. ___ The tariff

e. ___ The shortening of the working week

f. ___ Wage schedules in industry

g. ___ Unemployment

h. ___ Poor relief

i. ___ Public works

BIIa, S j. ___ War debts

k. ___ Patronage

If you learned what you know about the above question IN SCHOOL, put a check mark (✓) on this line. ___

EIII

6T. Give the names of any United States Congressman from this state who has a responsible position in Congress, perhaps as a leader of a majority or minority group, a speaker of one of the bodies, a committee chairman or member. After you have named him, tell what his particular important responsibility is.

_____

_____

_____

[illegible]

[illegible]

[illegible]

DI
GV
JII
KI

7T. Put a cross (x) on the little line before the names of any of the men on the list below who are known to be or to have been strong political bosses in control of strong machines.

___ Vare

___ Albright

___ Curry

___ Thompson

___ Howland

___ Mellon

___ Lawrence

If you learned about the above question IN SCHOOL, put a check mark (✓) on this little line. ___

EIII
JIII

8T. After each name listed below, write the name of the party that the person named belongs to, and then the state from which he comes to Congress.

Name	Political Party	State
William G. MacAdoo	_____	_____
William E. Borah	_____	_____
Huey P. Long	_____	_____
David I. Walsh	_____	_____
James Couzens	_____	_____
George W. Norris	_____	_____
Carter Glass	_____	_____
Henry T. Rainey	_____	_____
Wright Patman	_____	_____

If you learned about the above matter IN SCHOOL, put a check mark (✓) on this little line. ___

AII
JIII

9T. Below is a list of names. You are to put a cross (X) on the little line before the name of any man on the list whose opinion on government you think is valuable and fair and unprejudiced in favor of any particular theory or party. If you know of any other experts whose opinion about matters connected with the government is fair and valuable, write their names in the blank space below the printed names.

___ Walter Lippmann

___ James Farley

___ Everett Sanders

___ Al Smith

___ John Dewey

___ John Bantry

___ Raymond Moley

If you think that your ability to answer this question came from something you learned IN SCHOOL about the matter, put a check mark (✓) on this little line. ___

AI
F
N
T

10T. On the blank lines, after the groups of letters below, write the full names of the plans or activities under the "New Deal" for which each group of letters stands. Do as many as you can.

N. R. A. _____

C. C. C. _____

P. W. A. _____

F. E. R. A. _____

F. C. A. _____

If you think that your ability to answer this question came from something that you learned IN SCHOOL about the matter, put a check mark (✓) on this little line. ___

Below and on several sheets following there are some statements. You are to decide whether you think a statement is TRUE or FALSE. If you think a statement is TRUE, you are to put a letter "T" on the little blank line after the statement. If you think a statement is FALSE, put a letter "F" on the little blank line. If you do not know what you think about a statement, leave the little line unmarked rather than make a guess. Deal with every statement in this way.

After you have dealt with a statement in the way described above, ask yourself whether you have ever studied, heard about or discussed the statement in your school life. If you remember you have, place a check mark (✓) in the right hand column after the statement. If you do NOT remember ever dealing with the question in any way in school, leave the right hand margin after the statement unchecked. (Do not pay any attention to the numbers and letters in the <u>left</u> hand margin.) →

AI F KI M N	1.	The government of the United States today grants great freedom to private business. ____
C GI,II,III	2.	Government in England is more quickly controlled by public opinion than is the government of the United States. ____
F GI,III,IV M Q	3.	Our strict system of amending the Constitution of the United States makes it possible for a minority to defeat the will of the majority for a long time. ____
AIIIb,c EI GII	4.	Our cabinet seldom comes into the legislature to explain its policies. ____
AIIIa	5.	Centralization of power under the Federal government is what the "founders" of the United States government intended. ____
F GI,II,III,IV M O	6.	Our 90 million people who may want a law can be overruled by the few justices of the Supreme Court. ____
BIIb	7.	Our government is required by law to have a a balanced budget before beginning a new year's work. ____
DII KI	8.	Most of our Federal judges were corporation lawyers at one time. ____
AI N	9.	The government regulates the supply of coal to the market, in this country. ____

DI HI KI Q	10.	Although the right to vote has been given to most of our adult population, it has been seldom that more than 60% of those possessing the right to vote have done so. ____
AI N	11.	Government regulation makes the producer tell the truth about the quality and quantity of canned goods. ____
HII Q	12.	People who mean to be honest do not break laws. ____
AIIIb,c DI EI	13.	Judges are appointed to the United States Supreme Court by the President, subject to the approval of the Senate. ____
DI GII,V	14.	A President of the United States can be elected only if he has the majority of the popular vote in his favor. ____
AI,IIIb,IV BIIb,O	15.	The President cannot veto items in appropriation bills. ____
BIII	16.	The United States has almost no gold with which to back its paper money. ____
Q	17.	We punish our criminals in this country less swiftly than they do in England. ____
DI,EII JII,KI	18.	Our large number of elective positions in government causes patronage. ____
EI,GIII HIII,Q	19.	It is a matter of common practice for the legislature to vote in accordance with the report of a committee on a bill. ____
C Q	20.	Our welfare is primarily economic, while our legislators are not primarily economists. ____
DI,GV HI,JII	21.	Having one's name stand first in order on an election ballot is supposed to be an advantage. ____
AIIIa	22.	The county is subject to the will of the state, in this state. ____
DI,II JII	23.	City officials are often chosen from among the group of professional politicians. ____
AI,IIIb DI	24.	The President of the United States has the power to remove certain appointees from office for any reason of his own, even mere political reasons. ____
AIIIa BIII	25.	Banks, generally speaking, have been more under state than Federal control. ____
AIIIa	26.	The towns of this state may use only such power as the state permits. ____

AIIIb P	27.	The management of public schools is largely independent of other branches of community government. ____
F GI,IV	28.	A West Virginia statute to exclude negroes from jury service is constitutional, according to what the United States Constitution has to say about states' rights. ____
DI GVI JII	29.	Every candidate for a state elective office in this state has to publish a list of campaign expenses. ____
GIII,V HIII,O	30.	Our government is simple enough so that the really decisive questions are submitted to the voter. ____
F GIV	31.	The minority is obliged, under the system of American government, to submit to the will of the majority on any and every matter. ____
GI,II,III HI,KI,Q	32.	People, in general, take a keen and intelligent interest in good government. ____
DI,GV HI,III	33.	The more people who come to the polls, the more intelligent is the voting. ____
F,KII L	34.	Anyone is allowed to criticize a declaration of war by Congress without suffering any penalty. ____
HI,III KII	35.	The Socialists had comparatively little printed about them in the press at the time of the last presidential election. ____
DI	36.	Practically all the minor governmental offices in this country are under civil service. ____
AI F	37.	Our government does not legislate on moral questions. ____
N Q	38.	The governments controlled the railroads of this country at one time. ____
AI N	39.	The government inspects the meat that is sold in this country. ____
BIII	40.	For every bit of paper money in circulation in this country, there has to be an equal amount of gold or silver in the United States Treasury or in the banks of the country. ____
AI,IIIb F,KI	41.	The courts have the power to issue injunctions in labor disputes. ____
BIb F,N	42.	Our present tax system tends strongly to equalize the distribution of wealth. ____

AIIIc BIa,b N,P	43.	State tax money is spent to help pay for public education in country towns, in this state. ____
AI,N	44.	There is old age Federal insurance in this country. ____
HI KI,II	45.	The majority of people are fairly interested in what Socialism has to offer. ____
AIIIa,c P	46.	In this state, each community must bear the complete cost of public education for the children in that community. ____
AIIIa	47.	To do business in any state, a corporation must obtain a charter from that state. ____
BIII N	48.	The loans that banks make to people and to businesses are all completely regulated by law. ____
AIIIa,c	49.	A city is a governmental unit created by the state. ____
S	50.	The United States has a great deal of control over political affairs in Cuba. ____
AI,IIIb F,KI	51.	The courts have the power to issue injunctions to protect the rights of employers. ____
AI F,N	52.	There is a considerable amount of protection, the country over, for women workers in industry. ____
AI BIb F,N	53.	In this country, rich men are taxed in proportion to their ability to pay. ____
AI,IIIa N	54.	This state provides certain funds to assist the aged. ____
S	55.	The United States has given up practically all of its control of the Philipines. ____
S	56.	The United States is a member of the World Court. ____
C,JI,KII	57.	Socialism and anarchism are a lot alike. ____
DI,EI GII,III	58.	There is a law that requires representatives to the legislature of this state to live in the district which they represent. ____
EI,III HIII,O	59.	The practice of allowing public hearings on legislative bills is common in almost all the states of this country. ____
DII GII HII KI Q	60.	We possess rapid and effective means, in this country, of preventing, exposing and punishing officials who are dishonest and who misuse their office. ____

HIII Q	61.	Federal government commissions always deal with matters of prime importance. ____
EII Q	62.	In general, Federal government commissions and bureaus are so closely supervised that they have to show rapid and effective results. ____
HII Q	63.	Compared to other civilized countries, our court and criminal procedures are swift. ____
DI	64.	State and national elections are held at the same time, as far as can be planned, in this state. ____
F Q	65.	Very often, in this country, a poor man on trial cannot have any lawyer at all. ____
DI EII F GI,IV	66.	In this country, the judge has very little power to deal with a prisoner according to what he thinks is for the best, but is bound by what the law prescribes. ____
AIIIa	67.	The state government in this state usually makes a company pay in some way for the privilege of an exclusive franchise. ____
AI	68.	It is possible for an interested citizen to get from the government a quantity of material to assist him in the solution of business or home problems. ____
GI O	69.	The "Founders" of our present government had a profound faith in democracy. ____
S	70.	The Philipines have many educated native leaders. ____
BIIa	71.	The United States government is compelled by law to stay out of debt. ____
BIIa	72.	All taxable property of this country is a financial asset of the government. ____
C	73.	Technocracy argued that the people of this country need to work harder as time goes on. ____
GI	74.	The people of this country, generally speaking, have always stood ready to try new experiments in government. ____
GI	75.	To say that a proposal was "unconstitutional" has never been a very effective argument in this country.
GIII	76.	The people of this country would be shocked and aroused if Congress spent time on trivial matters. ____

GIV	77.	The people of the United States can and do see to it that the judges make decisions that are progressive and in keeping with the spirit of the times.	____
GV	78.	Almost all Americans take an <u>active</u> interest in elections.	____
HI	79.	The American people have real confidence in the training for office of most of the governmental office-holders.	____
HI	80.	The average man would be glad to run for almost any public office he could get.	____
HII	81.	The American people are not law abiding, compared with the citizens of the other great nations.	____
HII	82.	The feeling is quite common, in this country, that our courts are neither efficient nor just.	____
HII	83.	While people are sometimes lynched in this country, it happens rarely in comparison to other big countries.	____
HIII	84.	A really interested citizen can find out, fairly easily, anything he wants to about what is going on in government.	____
HIII	85.	The average citizen understands governmental problems well enough, even though he hasn't enough interest in them.	____
JI,II	86.	A Catholic candidate's chances of popular support are not as good in the South as in the northeastern part of this country.	____
JII	87.	Al Smith's bringing up was held against him by some people, when he ran for President.	____
KI	88.	It is legal for Congressmen to put even their wives on the government pay roll.	____
KII	89.	The people of this country are generally willing to listen to anyone who has a new theory of government.	____
M	90.	"Laissez-faire" is a conservative doctrine.	____
BIIa S T	91T.	It probably can never happen that a debtor nation will ever be so dishonorable as to default a war debt payment.	____

S/T	92T. The present United States government does not have official dealings with the present Russian government. ____	
AII/N/T	93T. One aim of the NRA is to lower wages, for the high wages that employers have had to pay are generally considered to be one of the serious causes of the depression. ____	
AII/N/T	94T. The NRA aims to bring about a wider distribution of wages to more people. ____	
BIII/T	95T. The United States Treasury now redeems its paper money in gold for anyone who wishes to make the exchange. ____	

Below and on several sheets following there are some more statements. Each statement has more than one ending. You are to UNDERLINE the part of the statement that makes the statement read TRUE in your opinion.

Sample: The government of the United States is - <u>is not</u> a monarchy.

The government of the United States IS NOT a monarchy, so you underline the words "is not".

If you do not know what you really think about a statement, leave it without underlining it. ALSO, as you did before, put a check mark (√) in the right hand column after every statement about which your school experience has played an important part in forming your opinion. →

BIc	1. A high tariff makes high - low wages in this country.	
C EI GIII O	2. The house of Congress whose members are the least directly responsible to the people and are the most "republican" is the House of Representatives - the Senate.	
DI EI GIII,V	3. Our Congress is chosen on a basis that is primarily occupational - geographical - in proportion to the strength of the various opinions throughout the country.	
EI	4. There are about 250 - 300 - 350 - 400 - 450 members of the United States House of Representatives.	
AIIIbc DI EI GII,IV	5. The Supreme Court justices are appointed - elected by the people - elected by the Cabinet - promoted by Congress.	
AIIIc GII,IV	6. The Supreme Court justices may be removed by recall - by expiration of their term - by impeachment.	
AIV BIIa	7. The national debt has increased - decreased during the last year.	
AIIIb EI L	8. The fighting forces of this country, including the marines and the air forces, are under one - two - three - four cabinet heads.	
BIIa S	9. All - most - some - none of the debtor nations have defaulted payments on the war debts.	
AIIIa N P	10. The Constitution of the United States guarantees free public education to every child - says the states must provide education for everyone - says nothing directly about education.	

AIIIa BIIb	11.	The borrowing capacity of a city is limited by the city - is limited by the state - is limited by the Federal government - is not limited.
AIIIa,c	12.	Cities are chartered by the state - Federal government - by the governor - by the charter members.
EII GIII,IV,VIII M Q	13.	Underline the statement that you believe to be true. Dead legislation remains on our statute books a long time as a rule - We have government machinery which speedily removes worn out laws from the statute books.
HII	14.	Our homicide rate is low - average - high compared with other supposedly civilized countries.
C	15.	The English cabinet membership is easily changed - is hard to change.
AIIIa C	16.	The tendency in the United States since its beginning has been toward centralization of government - away from centralization of government.
C O	17.	The recall tends to make for democracy - republicanism.
HI KI	18.	The general public is much aroused against log-rolling and lobbying - is not aroused but accepts it as something which is bound to exist.
DII GIII Q	19.	Legislators are acquainted with the nature of most bills that they vote for - are acquainted with the real nature of only a few of the bills that they vote for.
AIV BIb P	20.	The total amount spent for public education in the United States is much more - about the same - much less than the total amount spent for candy, sodas and chewing gum.
JI,II KI	21.	"Big business" is most commonly thought of in connection with the Republican - Democratic party.
BIa	22.	Corporation taxes are levied usually by cities - states - the national government.
DI GI HIII JII KI	23.	Each party is required to publish a list of its campaign fund contributors in national elections - is not required to publish a list of its campaign fund contributors.
BIa,b	24.	A Federal income tax is paid by about 3% - 10% - 20% - 50% - 75% of our population.
BIc	25.	A protective tariff on oil would raise - lower the price of oil in the United States.

AIV BIIa,b	26.	Recently, when the Federal government has offered a new bond issue for sale, the issue has been subscribed to very reluctantly - after some hesitation - very willingly by financial houses.
BIII	27.	The bills that are backed by commercial obligations and a partial gold reserve are the United States greenbacks - United States notes - Federal Reserve notes - silver certificates - gold certificates - National Bank notes.
AIV BIb	28.	There is a definite move on foot in the United States to increase - decrease the proportion of the tax burden that real estate must bear.
HI,III KI	29.	There is much - comparatively little publicity about the inner workings of government business.
DI GV HI,JII	30.	Our presidential candidates are chosen by the people - by the politicians.
EII KI Q	31.	Our government is very free from graft - is full of graft - has some graft in it.
AIV BIb,IIa	32.	The total amount of money spent by government has increased rapidly in the last few years - has decreased rapidly - has remained about the same.
F GIII N	33.	Much - some - little of the legislation in this country is socialistic in its nature.
AIIIa	34.	Taking charge of the actual construction of highways is chiefly a Federal - state - county - town function.
DI,II HI	35.	The popular vote secures for office a small proportion - a large proportion of experts.
AIIIa	36.	That branch of government which interferes most with private business and has the most to say about its regulation is city - state - national government.
GI M	37.	The tendency throughout the United States' history has been to frequently add to or alter the constitutions of the various governmental units - to alter the constitutional charters very little and very seldom.
GI M	38.	The Constitution is so general that it allows a very liberal interpretation - is so narrow that it is not elastic at all in its interpretation.
AIIIb GII	39.	There has been in recent years a trend toward more - less bureaucracy in government.
AII,IIIa JI	40.	The belief in States' Rights is stronger in the South - North.

BIa,b	41.	Underline the taxes that tend to equalize wealth most strongly. Income tax - inheritance tax - excise on tobacco - general property tax - gas tax - license fees.
C GII	42.	Our cabinet members change oftener - less often than those of the French Cabinet.
JIV L	43.	Hearst in his papers stands for more - less United States armament.
BIIa S	44.	As each year has gone by, the record of the debtor nations as a group in the matter of war debt payment has become worse - better - remained about the same.
BIIa S	45.	The United States at one time raised - lowered the interest on the war debts.
AII C JI KII N	46.	Communists believe in the government ownership of everything - the government ownership of the most important producing and distributing enterprises - the government ownership of nothing.
AIV BIIa,III KI	47.	The banks have a strong control over the cost of local government - have nothing to say about it, since they are private businesses.
AIV	48.	The greatest strain on the finances of cities and towns during the depression has been due to new school buildings - poor relief - new roads - high salaries for public employees.
BIII	49.	The Federal Reserve system made it possible for more - less money to be put into circulation.
N	50.	Public utilities as a rule have had more - less government regulation than other lines of business, generally speaking.
BIa,b O	51.	In the raising of town and city tax money, the bulk of it comes from a tax on income - sales taxes - a tax on land and houses.
BIb,IIa	52.	The tax burden has increased sharply - decreased sharply - stayed about the same during the last fifteen years, generally speaking.
C KI M N	53.	The theory of economics that advocates non-interference by government with business is the theory of "laissez-faire" - the theory of Communism - the theory of Socialism - the single tax theory.

JIII L S	54.	The newspaper chain which is noted for saying a great deal in its editorials about the threat to this country of the power of Japan is the Hearst chain - the Scripps-Howard chain - the Pulitzer chain.
GIII,V HI	55.	All - most - some - few - none of the legislative problems of the Federal government are of the sort that can be efficiently decided by a referendum.
DII Q	56.	It is easy - difficult for public officials in general to gain promotion and reward when they deserve them.
HIII Q	57.	Generally speaking, government business in this country is very complicated - somewhat complicated - about as complicated as large private businesses - quite simple.
AI GIV	58.	We are bound, in this country, by the interpretation that the judiciary puts on laws to no - some - a great extent.
HII	59.	The people of this country have a strong - fair - small amount of confidence in the fairness and efficiency of the courts.
GIII HIII N	60.	All - most - some - few - none of the legislative bills in our state legislature have an important bearing on the lives and happiness of the general public.
AIV HI KI Q	61.	People in general want the best municipal government possible - want a government that isn't too bad and that costs as little as possible.
N P	62.	The municipal governments of the chief European countries take more - less responsibility for the promotion of art, music and recreation than the municipal governments of this country.
HI,II	63.	The general public believes the government has a right to pass and enforce any kind of a law that the majority wishes - believes in the right of the majority to pass any kind of a law, but believes it to be a person's own business if he doesn't choose to obey - believes that the government ought to keep out of personal matters altogether.
BIIb	64.	The greater part of invested government money is usually put into stocks - bonds.
BIII	65.	The government in the last several years has extended - reduced the amount of credit that it has supplied to industry and productive activity.

EII	66. Log-rolling and lobbying have been very common - somewhat common - very rare in the governmental history of this country.	
GI	67. Most - many - some - few people think that the present Constitution ought to be let strictly alone and left unchanged.	
GV HI	68. The voter is usually - often - sometimes - seldom confused by referendum questions.	
HII	69. The American public shows great - little respect for law.	
JII	70. It never - sometimes - often happens in a Presidential election in this country that mean rumors about the character of candidates are started up.	
EI KI	71. Presidents of the United States do - do not use patronage when in office.	
M	72. The governmental history of this country has, in general, been a conservative - progressive record.	
M	73. Republicans - Socialists are the most inclined to be conservative.	
N	74. "Laissez-faire" is a collectivist - individualist doctrine.	
P	75. The Federal government has exercised more - less responsibility for public education than the local governments of this country.	
L	76T. The total of men in our United States army and trained reserve is about 50 thousand - 100 thousand - 150 thousand - 250 thousand - 450 thousand - 750 thousand - 1 million.	
BIIa	77T. The deficit in the Federal Treasury for the last fiscal year was somewhat more than 1 million - 2 million - 5 million - 1 billion - 2 billion - 5 billion dollars.	
AII BIIa	78T. Underline the amount that is the nearest to the amount spent in disbursements to veterans in 1933. 50 million - 150 million - 250 million - 350 million - 450 million dollars.	
AIII BIIa	79T. The appropriation by Congress for the cost of government for the fiscal year 1934 was somewhat more than 1 million - 3 million - 7 million - 1 billion - 3 billion - 7 billion dollars.	

BIIa S	80T. The schedule of war debt payment calls for a total per year of about 25 million - 250 million - 500 million - 2 billion - 25 billion - 250 billion dollars.	
AIIIb	81T. President Roosevelt has exercised more powers - about the same amount of power - fewer powers than has the average President of the United States.	
N T	82T. Under Roosevelt's recovery program, one aim has been to induce the farmer to try to grow a smaller crop so that he can get a better price for it - to grow a larger crop so that starvation in the city slums will be wiped out.	
AII BIIa,b,III T	83T. The large financial houses of this country have loaned great sums to cover the expenses of the President's recovery measures - have refused to have anything to do with the matter.	
BIII T	84T. The President has tried to fix the value of the United States dollar at about 30 cents - 60 cents - 90 cents - 120 cents.	
N T	85T. The NRA has fixed by law the minimum wage in this country at about $10 - $15 - $25 - $30 a week.	

Below and on several sheets following there are some statements, each of which is incomplete. You are to write on the blank spaces in each statement the words (or figures) necessary to complete the statement so that you can agree with it. Don't merely guess. If you are not reasonably certain of an answer, leave the space unfilled.

First example:

The chief executive officer of a state is the _____.

We know that the chief executive officer of a state is the Governor, so we write the word "Governor" in the blank space in the statement.

Second example:

There are about _____ Senators in the present Congress.

If you think there are about 350 Senators in the present Congress, write the figure "350" in the blank space in the statement.

ALSO, keep on checking (✓) in the right hand column after every statement about which your opinion was formed by something you have heard, learned about, discussed or studied IN SCHOOL.

AI, IIIa EI	1. That agency of government which prevents unfair methods of business competition among the states is the _____.	
EI	2. There are about _____ representatives and about _____ senators in the legislature of this state.	
BIa	3. Name one example of the excise tax, on the line below. _____	
JI	4. What party cast the third largest vote in the last Presidential election? _____ About how many votes, or what percentage of the total vote did this party cast? _____	
DI EI	5. How long a term do United States Senators have? (Answer on this line.) _____	
BIII	6. The Federal Reserve Central Bank nearest to my home is at _____.	

AIIIc C	7.	That system of government where the power of one branch of the government is kept reasonably well controlled by the power of the other branches is the system of _____.
AIV BIa	8.	The tax rate in the community where I live is about _____ per thousand.
AIIIb,c C EI	9.	Under the system of checks and balances, the _____ branch of government vetoes legislation, the _____ branch can impeach the other two branches, and the _____ branch can declare legislation unconstitutional.
AI KI	10.	One piece of legislation which limits the power of "big business" is the _____ Anti-Trust Act.
GV	11.	Do you remember the voters of this state using either the initiative or the referendum within the last year or so? _____ If so, which did they use? _____. And if so, what question did it deal with? _____ _____.
AIIIa BIa F	12.	About 5% of the people of this country own about _____% of the wealth of the country.
AIV BIa,b	13.	The greatest part of city tax money is spent for _____.
BIII	14.	State one way in which the United States government places new money into the hands of the public. _____ _____
S	15.	The nation that buys the greatest amount of raw cotton from the United States is _____.
BIII C	16.	That scheme of economic government that stands for a currency based on a unit of energy is called _____.
R	17.	Of how many verses of "My Country 'Tis of Thee" do you know all the words? _____verses.
R	18.	Do you know Lincoln's "Gettysburg Address" by heart? _____ Do you understand fairly thoroughly what it means? _____

(Remember how you are to mark the right hand column.)

HI	19. Name three ways (besides elections) in which the average citizen can participate in government. _____ _____ _____	
BIa	20. On the blank lines below, state the two most important facts that you need to know in order to check up on a tax bill for a piece of real estate to see whether or not the amount has been figured correctly. _____ _____	
R	21. Tell on the blank lines after each date listed below what event we celebrate on that date. Do not just give the name of the holiday, but, in a sentence, tell what the holiday is in memory of; - in other words, tell its historical significance. November 11 _____ _____ May 30 _____ _____ June 14 _____ _____	
JI	22. The candidates of the _____ party captured the greatest number of positions in the local government of my community at the last local election. (Note: This does NOT mean state and Federal positions, but merely local positions.) If there was no really decisive victory for any party at the last local election, leave the line above blank, and write the word "NO" on this little line. ____	

(Remember how you are to deal with the right hand column.)

S 23. Write, after the name of each country listed below, the word that best describes the naval strength of that country as compared to that of the United States. Use one of these three words, "greater", "equal", "less". For example, if the name "Belgium" appeared on the list below, you would write the word "less" after it, because Belgium's naval strength is LESS than that of the United States.

France _____

England _____

Germany _____

Japan _____

Russia _____

Italy _____

R 24. After the name of each person listed below, state one great ideal which that person stands for in American History.

For example:

Dorothea Dix — Humane treatment of the insane

Names	Ideals
Colonel Gorgas	_____
Thomas Jefferson	_____
William Lloyd Garrison	_____
Woodrow Wilson	_____
James Monroe	_____

JI
KII

25. On the lines at the left below, name as many as you can of the parties in this country who ran candidates in the last Presidential election. After each party that you name, name their Presidential candidate in the last election, if you can.

Parties	Candidates

If you learned what you know about this question IN SCHOOL, put a check mark (✓) on this little line. ___

AI, IIIa
EI
N

26. In the blank space below name as many as you can of the government agencies actually in existence (as far as you know) for the regulation and control of business, interstate commerce, transportation, quality of goods, etc. Also, name at least one kind of real BUSINESS that the government runs. Name two, if you can. Label them with the letter "B" to show that you know that they are businesses.

If you learned what you know about the above question IN SCHOOL, put a check mark (✓) on this line. ___

Below there are some statements with a blank space left in each. You are to write in each blank space one word which will make the statement read so that you can agree with it. Use one of the following words: "always", "usually", "often", "sometimes", "seldom", "never". Be sure that you choose the word that makes the statement most nearly true in your belief. If your opinion was formed by something you have heard, learned, discussed or studied about in school, put a check mark (✓) in the right hand column after the statement about which your opinion was thus formed.

DII EII KI,Q	27. Public officials _____ graft to make a living.	
DI GV HI JII,Q	28. Voters are _____ influenced more by ignorance and prejudice than by rational thought.	
DI GII KI	29. A judge's appointment to the bench is _____ a reward for political service.	
GI,III M	30. "Checks and balances" are _____ an obstacle to the public getting what it wants.	
HIII KI	31. Newspapers are _____ dominated by "big business".	
JII Q	32. City politics are _____ free from graft.	
DII, EII F KI Q	33. Federal judges are _____ in favor of "big business" and show it _____ in their legal decisions.	
DI HI JII,Q	34. People _____ choose their political party from deep belief and intelligent thinking.	
DII EII F KI Q	35. The rich _____ have an advantage in our courts, in this country.	

You are to fill the blank spaces in each statement on this sheet with any word, name or figure that completes the statement correctly. Remember to check mark (✓) the right hand column after each question that you learned about in school.

E_I J_I	36T. There are about _____ Democratic Senators and about _____ Republican Senators in the present Congress.	
E_{III}	37T. The name of the Governor of this state is _____.	
E_{III}	38T. a. Name by last name your nearest United States Representative. _____	
E_{III}	b. Name by last name as many as you can of the United States Senators from your own state. _____	
E_{III}	39T. The name of the lieutenant-governor of this state is _____.	
J_I	40T. The _____ party has the most seats in the senate of this state's legislature.	
J_{III}	41T. The name of the Socialist candidate for President of the United States in the last election was _____.	
N T	42T. The NRA code that was first signed by over 700,000 employers awaiting the working out of the individual codes was known as the _____ code.	
N T	43T. Roosevelt's entire plan, including the NRA and many other measures, which has as its purpose getting the country out of the depression is known as the _____ _____.	
B_{III} T	44T. A great construction project under the present administration to furnish water power to make electricity is being carried out at _____ _____, Alabama.	
N T	45T. A piece of legislation passed under the present administration which is intended to give the farmer a larger share of the national income is named the _____ _____ Act.	

Below are some statements with a blank space left in each. You are to choose a word or term from the list at the bottom of the sheet and write it in the blank space in a statement. Choose the word or term that seems to complete a statement most correctly. If there seems to be more than one word or term that fits a certain statement correctly, choose the one that seems MOST correct for that particular statement.

ALSO, if you remember having heard or learned much about a word or term IN SCHOOL, put a check mark (✓) in the right hand column after the statement in which you used that word or term.

AII C KII	1. That theory of government that advocates rule by a select few, supported by the military group, that allows no expression by individuals of opposing opinion, and that claims the State to have rights and purposes of its own over and above those of the individuals composing it, is _____.	
AII C JI KII	2. That theory of government that advocates the "dictatorship of the proletariat" and that strives to set itself up after a revolution or an unsuccessful war is _____.	
S	3. This quotation, " It is our true policy to steer clear of permanent alliances with any portion of the foreign world " is an expression of the theory of _____.	
L S	4. This quotation, " No nation should seek to extend its policy over any other nation or people ", is an expression of the principle of _____.	
EI F	5. The law in the state of New York that condemns criminals who repeatedly and seriously break the law to life imprisonment is the _____.	

Anti-Imperialism	Fascism
Republicanism	Baumes Law
Jones Law	Communism
5 and 10 Act	Socialism
Isolation	Democracy

[illegible] of [illegible] disagrees with a [illegible] [illegible] [illegible]

AII
C
EIII
JIII

Below are some statements with a blank space before each. At the bottom of the sheet is a list of men's names. You are to pick out the right name from the list at the bottom of the sheet and write it in the blank space before the statement with which it goes. Pick a different name for each statement.

1T. _____ The Chief Justice of the United States Supreme Court.

2T. _____ A former head of large "public utilities" interests who is now wanted by the United States government.

3T. _____ An author of a plan for paying the war reparations.

4T. _____ An insurgent Republican United States Senator.

5T. _____ The campaign manager for Roosevelt in the last Presidential campaign.

6T. _____ A former member of the President's "brain trust".

7T. _____ The man whom Roosevelt has made head of the R. F. C.

8T. _____ A United States Senator from Oklahoma who stands strongly for "inflation" and for the free coinage of silver.

9T. _____ The present Mayor of New York City.

10T. _____ The head of the American Federation of Labor.

Franklin R. Hall
James Farley
Jesse Jones
Fiorello LaGuardia
Rufus Brown
William Green
Elmer Thomas
Robert M. LaFollette, Jr.
Samuel Insull
Andrew Mellon
Charles Evans Hughes
Rexford G. Tugwell
Charles G. Dawes

JI

1. Below are listed some principles that have been stated as part of the platform of some political party or other in this country. On the little blank line before a principle, put the letter "R" if you think the Republicans have claimed to believe in the principle, put the letter "D" on the line if you think the Democrats state the principle as part of their platform, and the letter "S" if the Socialists stand for the principle. You may mark a principle with more than one letter, if you think that more than one party believes in it.

BIb	a. _____	Increased income and inheritance taxes
BIIa, S	b. _____	Cancellation of the war debts
C, KII, S	c. _____	Recognition of Soviet Russia
AII, C, KI, N	d. _____	Unemployment and old age insurance for the states
C, L, S	e. _____	Entry into the World Court and the League of Nations
AII, C, BIII, KII, N	f. _____	Public ownership and democratic control of the principal means of production and distribution, natural resources, public utilities, banks, etc.
AII, C, N	g. _____	The liquor industry under government ownership
KI	h. _____	The enforcement of the anti-trust laws
AII	i. _____	Repeal of the 18th Amendment
S	j. _____	Membership in the World Court only
BIc	k. _____	The protective tariff
BIc	l. _____	The tariff for revenue only

If you learned what you know about the above question IN SCHOOL, put a check mark (✓) on this little line. ___

[illegible] [illegible] [illegible] [

DI
F
HI

2. Below is a list of possible qualifications for voting. Some of the requirements are the ones we have in this state, and some are not. You are to pick out the requirements for voting in this state, and put a cross (X) on the little blank line before each one that you pick out.

___ Citizenship in the United States
___ Age, 21 years or more
___ Native born American
___ Payment of poll tax
___ Legal resident of the state
___ Common school education
___ Ability to read and write
___ High school education
___ Ownership of property
___ Ownership of real estate
___ Caucasian race
___ Ability to read the Constitution
___ Ability to write own name

If you learned what you know about the above question IN SCHOOL, put a check mark (✓) on this line. ___

EI

3. Below are listed the steps that a legislative bill must go through if it is to pass a House of Congress. There is a little blank line before each step listed. Put the number "1" on the line that is before the step that occurs first in Congress, the number "2" before the step that occurs next, and so on until you have numbered all the steps in the order in which they take place in the passage of a legislative bill.

___ The committee makes a favorable report on the bill
___ The bill is introduced by being given to the clerk of the House
___ A roll call vote is taken on the bill
___ The bill is placed on the House calendar
___ The bill is referred by the presiding officer to the proper committee
___ The bill is debated by the House members

If you learned what you know about the above question IN SCHOOL, put a check mark (✓) on this line. ___

AI, IIIa
BIc

4. In the blank spaces below, list as many as you can of the powers allowed the Federal government under the Constitution of the United States.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

If you learned what you know about the above question IN SCHOOL, put a check mark (✓) on this line. ___

DI

5. Below is a list of officials. Some are elected to office and some are appointed. On the little line before each official, you are to show whether that official is elected or appointed. If it is an ELECTIVE office, put the letter "E" on the line. If it is an APPOINTIVE office, put the letter "A" on the line.

a. ___ Governor of this state
b. ___ Lieutenant-governor of this state
c. ___ Mayor of a city
d. ___ State Senator in this state
e. ___ State Treasurer of this state
AIIIb f. ___ Chief of state police of this state
g. ___ County commissioner
h. ___ Sheriff
AIIIb i. ___ Secretary to the Governor
AIIIb j. ___ Judge of the local court

If you learned what you know about the above question IN SCHOOL, put a check mark (✓) on this line. ___

DI
GI
JI, II, III
KI

6T. Below are the names of four men who have been said to control strong political machines; - in other words, to be political bosses. Tell, if you can, on the blank line after each name, first what party the machine of each man stands for, and then what city or area the machine controlled or does control at the present time.

Bosses	Party	City or area controlled
"Big Bill" Thompson	_____	_____
Boss Curry	_____	_____
Vare	_____	_____
Huey Long	_____	_____

If you learned what you know about the above question IN SCHOOL, put a check mark (√) on this line. ___

EIII
JIII
T

7T. On the blank lines below name some VERY IMPORTANT things which the President has put into operation since he has been in office. Do not name organizations, but name measures, ideas, plans, activities. Choose the MOST important you can remember. Name as many as five, if you can, and do not name more than five.

_____

_____

_____

_____

_____

If you learned what you know about the above question IN SCHOOL, put a check mark (√) on this line. ___

EIII
JIII

8T. After each name listed below write the name of the political party that the person named belongs to, and then the state, if you can, from which he comes to Congress.

Name	Political Party	State
Joseph T. Robinson	_____	_____
Hiram W. Johnson	_____	_____
Arthur Capper	_____	_____
Marcus A. Coolidge	_____	_____
Pat Harrison	_____	_____
David A. Reed	_____	_____
Allen T. Treadway	_____	_____
Bertrand H. Snell	_____	_____

If you learned what you know about the above question IN SCHOOL, put a check mark (✓) on this line. ___

AII
JIII

9T. Below is a list of names. You are to put a cross (X) on the little line before the name of any man on the list whose opinion about government you think is valuable, and also fair and unprejudiced in favor of any particular theory or party. If you know of any other experts whose opinions about matters of government is both valuable and fair, write their names in the blank space below the printed names.

___ John Raskob

___ David Lawrence

___ H. L. Mencken

___ Heywood Broun

___ Arthur Brisbane

___ Ogden Mills

___ Stuart Chase

If you learned what you know about the above question IN SCHOOL, put a check mark (✓) on this line. ___

AI
F
N
T

10T. On each blank line after a group of letters below, write the full name of the plan or activity under the "New Deal" for which the letters stand. Do as many as you can.

C. W. A. _____

R. F. C. _____

A. A. A. _____

T. V. A. _____

H. O. L. C. _____

If you learned what you know about the above question IN SCHOOL, put a check mark (✓) on this line. ___

THE ATTITUDES OBJECTIVES

The following section contains the completed list of objectives measured by the ATTITUDES test items. Like the FACTUAL objectives, the order of their arrangement has no significance.

Under each objective the reader will note a phrase, "Factual references", followed by some code letters. These letters refer the administrator of the test material who wishes to diagnose the test results to the FACTUAL objectives, the test items under which are related to and should throw light upon the nature and extent of the testee's ability to deal with the ATTITUDES test items related to a particular ATTITUDES objectives.

The references to critical test items are underlined in the ATTITUDES objectives list to distinguish them from the references to non-critical test items, to permit the diagnostician to make a partial selection of ATTITUDES test item responses for study, and to facilitate an estimate, by the reader of this study, of the extent of critical measurement promised by this test material previous to administration. An examination of these references distinguished as critical will further permit an estimate of the promise of reliability of the test material, for this process of

balancing the critical test items between the two forms resembles to a degree the "chance halves" device for the measurement of reliability.[1]

Again, as was the case with the FACTUAL objectives, wherever the character "I" appears in this outline of ATTITUDES objectives it is to be interpreted as a Roman numeral, not as a capital letter.

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[1] Ernest W. Tiegs, op. cit., p. 80

A. POWERS AND SERVICES OF GOVERNMENT

The nature and degree of belief as to the proper nature and scope of government powers and services.

I. The nature and degree of belief as to what should be implicit in the "social contract"; - education, representation, political, legal and religious equality, the necessities of life, etc.

Factual references - AI, C, F, N, P

Xa1 - 27, 31, 34, 46, 51, 56, 57, 65, 66, 69, 82, 83, 84, 86, 88
Xa2 - 2, 5, 12, 22, 24
Xa4 - 2, 3, 6b

Ya1 - 10, 15, 25, 26, 44, 47, 49, 54, 56, 58, 63, 76, 78, 83, 88
Ya2 - 5, 24, 25, 37, 44, 81, 85
Ya4 - 1, 2, 3(19), 3(21), 5, 6a

II. INDIVIDUALISM VERSUS COLLECTIVISM

The degree of strength of either the collectivist or the individualist attitude with regard to the functions of government. Governmental authority versus human rights. "Laissez-faire" versus "socialization". The attitude as to the present and proper scope of specific government services. The government "in business".

Factual references - AI, C, F, N, Q (the questions relating to the government "in business" under Q.)

Xa1 - 21, 27, 28, 31, 32, 34, 46, 47, 48, 50, 51, 56, 57, 58, 65, 77, 78, 82, 88
Xa2 - 4, 12, 22, 24, 31, 33, 34, 37, 39, 41, 45, 48, 63, 89
Xa4 - 2, 3, 4(8), 4(15), 4(20), 4(28), 6a

Ya1 - 10, 25, 26, 35, 44, 45, 46, 47, 48, 49, 50, 51, 53, 54, 56, 58, 78, 81, 88
Ya2 - 5, 19, 23, 24, 34, 37, 38, 39, 50, 76, 90
Ya4 - 2, 3(9), 3(12), 3(19), 3(28), 3(48), 5

III. The nature and degree of belief as to the proper allocation of the powers and services of government.

a. CENTRALIZATION VS. "HOME RULE"
The nature and degree of belief in centralization in government as opposed to a belief in "home rule".

Factual references - AIIIa

Xa1 - 21, 54, 68
Xa4 - 4(22), 4(23)

Ya1 - 29, 45, 87
Ya2 - 9
Ya4 - 5(entire)

b. The nature and degree of belief as to the proper allocation of powers between the branches (including their agencies) of government; e.g., the executive versus the legislative powers.

Factual references - AIIIb, AIIIc

Xa1 - 74
Xa2 - 54
Xa3 - 4

Ya1 - 73, 86, 90
Ya2 - 59

B. THE FINANCIAL ASPECTS OF GOVERNMENT

I. The nature and strength of beliefs with regard to the COST of government, the total, the comparative cost of the major branches, units or services. The cost of government and the taxpayer's burden.

Factual reference - AIV

Xa1 - 29, 95
Xa2 - 26, 38, 41, 55, 69
Xa4 - 2, 4(5), 4(10), 4(36), 6a

Ya2 - 5, 18, 50, 69
Ya4 - 2, 3(9), 3(14), 3(36)

II. TAXATION

The nature and degree of belief as to governmental income, the proper principles and practices of taxation, the existing tax systems and their effects. The tariff.

Factual references - BIa, BIb, BIc

Xa1 - 21, 28, 41, 42, 44, 45, 51, 54, 76, 79
Xa2 - 4, 26, 45, 75
Xa4 - 2, 6a

Ya1 - 33, 38, 41, 44, 49, 78
Ya2 - 5, 37, 38, 51, 72, 87
Ya4 - 2, 3(9)

III. The nature and strength of beliefs as to the present and proper governmental financial status, the government "balance sheet", assets and indebtedness.

Factual reference - BIIa

Xa1 - 87, 95
Xa2 - 69

Ya1 - 82
Ya2 - 63, 82

IV. The nature and strength of belief as to the present and proper governmental financial practices and procedures, banking and currency practices and principles, budgetting, auditing, borrowing, etc.

Factual reference - BIIb

Xa1 - 77, 78
Xa2 - 4, 62, 67, 85

Ya1 - 13, 50, 81, 87
Ya2 - 56, 63, 65, 75

C. The degree of approval or disapproval of the present United States government, its theory and character.

I. DEMOCRACY

The degree of approval or disapproval of the principle of democracy. The belief as to the desirability of democracy. The degree of optimism or cynicism regarding the quality of democracy obtainable. The inevitability of poor government as opposed to the possibility of regeneration.

Factual references - C, DI, DII, KI, Q

Xa1 - 3, 14, 15, 33, 34, 46, 48, 53, 58, 66, 70, 73, 82, 86, 90, 94
Xa2 - 8, 10, 19, 53, 54, 56
Xa3 - 5
Xa4 - 1, 4(15), 4(21), 4(31), 6a

Ya1 - 2, 12, 19, 20, 31, 36, 47, 51, 54, 56, 64, 73, 78, 85, 88, 91
Ya2 - 7, 28, 30, 31, 32, 71, 85, 90
Ya3 - 7
Ya4 - 1, 3(21)

II. THE DEMOCRATIC ELECTORATE

The degree of approval or disapproval of "universal suffrage" and direct legislation. The belief as to the quality of an electorate possible of attainment, and as to the quality of the present electorate.

Factual references - DI, GV (the questions relating to direct legislation), HI

Xa1 - 3, 4, 9, 13, 15, 20, 33, 34, 36, 43, 46, 52, 66, 70, 81, 82, 86
Xa2 - 3, 8, 19, 27, 35, 36, 42, 51, 61, 63, 64, 77
Xa3 - 5
Xa4 - 1(9), 1(10), 4(12), 4(15), 4(17), 4(21), 4(31), 4(34)

Ya1 - 2, 12, 15, 20, 23, 40, 62, 70, 73, 75, 85, 91
Ya2 - 7, 15, 17, 28, 30, 31, 33, 35, 44, 54, 58, 71
Ya4 - 1(9), 1(10), 3(7), 3(21), 3(34), 3(39), 3(42)

III. GOVERNMENT PERSONNEL

The degree of approval or disapproval of typical present government personnel and the methods of selection.

a. ELECTIONS AND APPOINTMENTS

The degree of approval or disapproval of the elective and appointive machinery, practices and procedures.

Factual references - DI, DII, GV (the questions relating to responsiveness of elective and appointive machinery)

Xa1 - 4, 13, 15, 19, 34, 66
Xa2 - 3, 7, 66, 80, 88
Xa3 - 3, 5
Xa4 - 1(9), 1(10), 4(12), 4(17), 4(31)

Ya1 - 2, 12, 14, 23, 70, 89
Ya2 - 4, 7, 30, 33, 35, 78
Ya3 - 10, 15
Ya4 - 1(9), 1(10)

b. THE PARTY SYSTEM

The degree of approval or disapproval of the "party" system, its procedures and practices.

Factual references - JI, JII

Xa1 - 4, 14, 16, 19, 22, 30, 67, 84, 91
Xa2 - 6, 14, 17, 35, 36, 52, 60, 70, 73
Xa3 - 3
Xa4 - 4(7), 4(12), 4(13), 4(14), 4(18)

Ya1 - 14, 23, 32, 42, 43, 47, 68, 69, 74, 84, 89
Ya2 - 3, 4, 7, 14, 35, 44, 46, 67, 74
Ya3 - 1, 10
Ya4 - 3(2), 3(3), 3(6), 3(7), 3(13)

c. CHARACTER OF GOVERNMENT PERSONNEL

The nature and strength of belief as to typical government personnel, their character and efficiency, bureaucracy, officialdom, "red tape". Belief as to the possible and desirable quality of government personnel, the matter of remuneration, merit and promotion.

Factual reference - DII

Xa1 - 14, 15, 17, 18, 19, 23, 29, 40, 53, 72, 73, 93
Xa2 - 13, 23, 71, 80, 82
Xa3 - 1, 3, 6
Xa4 - 1(1-8), 4(6), 6a

Ya1 - 3, 7, 8, 9, 17, 20, 24, 27, 74, 93, 95
Ya2 - 1, 6, 36, 40, 55, 68, 78, 86
Ya4 - 3(5), 3(8), 3(22), 3(24), 3(25), 3(48), 3(49)

D. THE GOVERNMENT MACHINERY

Degree of belief as to the practical efficiency and desirability of present government organization, procedures and practices, executive, legislative, judiciary, federal, state and local.

Factual references - EI, EII

Xa1 - 3, 19, 23, 68, 73, 74, 92, 93
Xa2 - 16, 29, 30, 34, 40, 47, 49, 74, 76, 82, 86
Xa3 - 4, 6
Xa4 - 4(13), 4(14), 4(18), 4(25)

Ya1 - 3, 5, 6, 17, 18, 24, 29, 36, 73, 89, 93, 95
Ya2 - 7, 8, 36, 49, 55, 57, 59, 77, 80, 88
Ya4 - 3(10), 3(11), 3(15), 3(25), 3(39)

E. GOVERNMENT AUTHORITY VERSUS HUMAN LIBERTIES

The nature and strength of belief as to the proper and the present interrelation of governmental authority and human liberties.

I. The nature and strength of the attitude as to the circumscription by government of the freedom of human action. What are the proper limits of liberty under the law? The approval or disapproval of the circumscription practiced at present.

Factual references - AI, F, N,

See attitude objectives - AII, GI, GII, KI, KII

Xa1 - 12, 20, 22, 27, 28, 31, 37, 38, 49, 50, 61, 62, 63, 64, 69, 75, 84
Xa2 - 2, 4, 5, 12, 16, 22, 31, 33, 39, 45
Xa3 - 2, 9
Xa4 - 3, 4(1), 4(8), 4(9), 4(10), 4(19), 4(29), 6a, j

Ya1 - 16, 19, 21, 22, 25, 39, 42, 43, 48, 49, 50, 59, 60, 61, 63
Ya2 - 9, 11, 12, 13, 19, 20, 21, 23, 24, 25, 26, 27, 32, 33, 38
Ya4 - 1, 2, 3(12), 3(18), 3(19), 3(30), 3(48), 5, 6f, g, h

II. MAJORITY RULE

The strength and nature of the attitude toward "majority rule". The tendency to abide by it, belief as to its proper bounds, attitude toward the tyranny of the majority, the degree of insistence upon inalienable rights, and on the rights of minorities.

Factual references - F, N

Xa1 - 2, 32, 34, 59, 61, 62, 63, 71, 82, 83, 85
Xa2 - 5, 22, 30, 49, 57, 63
Xa3 - 2
Xa4 - 1, 4(21), 4(31), 4(35), 4(39)

Ya1 - 10, 19, 31, 59, 60, 61, 63, 76, 83, 85
Ya2 - 11, 12, 16, 20, 21, 24, 26, 32, 81, 90
Ya4 - 1, 3(34)

F. THE GOVERNMENT AND PUBLIC OPINION

The nature and degree of belief as to the present and the proper responsiveness of government to public opinion and social needs.

I. CONSERVATISM VERSUS PROGRESSIVISM

The belief in either conservatism or progressivism in government. The altering of governmental charters. The degree of uncritical awe of existing and traditional institutions.

Factual references - GI, M

Xa1 - 1, 2, 55
Xa2 - 1, 11, 20, 28, 29, 40, 54, 79, 81
Xa3 - 2
Xa4 - 4(1), 4(2), 4(32), 4(44), 4(47), 4(48), 4(49), 4(50)

Ya1 - 1, 5, 9, 30, 36, 39, 42, 60, 61, 72, 76
Ya2 - 11, 12, 20, 22, 25, 26, 45
Ya3 - 5
Ya4 - 3(4), 3(18), 3(29), 3(45), 3(46), 3(47), 3(50)

II. REPUBLICANISM VERSUS DEMOCRACY

The degree of belief in either republicanism or democracy as theories of representation. The belief as to the proper responsiveness of legislation and legislative representation to public opinion, as to the present and proper character of legislation, as to direct legislation. The degree of respect for and reliance upon expert opinion and leadership in government.

Factual references - DII, GIII, GV (the questions relating to direct legislation), O, Q (the questions relating to the character of legislation).

Xa1 - 15, 17, 18, 23, 35, 40, 43, 67, 70, 71, 72, 73, 74
Xa2 - 3, 9, 13, 14, 29, 30, 47, 49, 57
Xa3 - 5
Xa4 - 4(6), 4(21), 4(25), 4(27), 4(31), 6a

Ya1 - 7, 9, 10, 12, 23, 28, 37, 40, 71, 73
Ya2 - 15, 17, 24, 28, 29, 31, 32, 38, 49, 52, 66, 73, 79, 86
Ya4 - 3(8), 3(20), 3(21), 3(22), 3(24), 3(49)

III. The nature and degree of belief as to the proper and the present degree of responsiveness of officials, the body of law and the system of justice, and the elective and appointive machinery to public opinion and social needs.

Factual references - GII, GIV, GV (questions relating to the elective and appointive machinery)

Xa1 - 2, 4, 9, 15, 19, 52, 67
Xa2 - 27, 28, 49, 50, 81
Xa3 - 3
Xa4 - 4(29), 4(32)

Ya1 - 1, 6, 11, 24
Ya2 - 1, 16, 17, 28, 48, 77
Ya3 - 11
Ya4 - 3(13)

IV. The degree of insistence upon truthful PUBLICITY in government.

Factual reference - HIII

Xa1 - 7, 9, 15, 33, 39, 43, 49, 55, 80
Xa2 - 4, 59, 68

Ya1 - 23, 37, 39, 43, 52, 69, 80, 94
Ya2 - 2, 3, 26, 35, 60
Ya4 - 3(30)

G. THE LAW

The degree of sympathy and loyalty toward law and law observance.

Factual references - EI (items concerning the judiciary)
EII " " " "
GIV, HII, Q (items concerning law and justice)

I. The tendency to be law abiding and to co-operate in enforcement. The attitude toward violation of the law, the degree of sympathy, condemnation or apathy toward the violation and toward the violater.

III. The Metric and degree of belief in a law [illegible] and the [illegible] degree of transmissibility of criticism. [illegible] to law and the number of [illegible], and the [illegible] degree of [illegible] to [illegible] and [illegible].

Factual interrelations - [illegible] [illegible] [illegible] [illegible] by the [illegible] [illegible] [illegible]

[illegible]

IV. The degree of [illegible] to some [illegible] [illegible] to [illegible].

Factual relations - [illegible]

[illegible]

[illegible]

V. [illegible]

The degree of [illegible] and [illegible] [illegible] the and the [illegible].

Factual relations - [illegible] [illegible] [illegible] [illegible]

[illegible]

VI. The [illegible] to be [illegible] [illegible] [illegible] [illegible]. The [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible].

Xa1 - 5, 10, 11, 75
Xa2 - 20, 25, 51, 87
Xa3 - 7, 14
Xa4 - 4(9), 4(19), 4(29)

Ya1 - 4, 11, 16, 20, 31
Ya2 - 45, 47, 48, 53
Ya3 - 11
Ya4 - 3(8), 3(26), 3(27)

II. The degree of belief in the efficiency and fairness of the present system of justice and body of law. The nature of beliefs as to the proper aims and orgatization of a system of justice and body of law.

Xa1 - 2, 27, 37, 59, 69, 75, 81
Xa2 - 3, 16, 20, 33, 49, 51, 64, 76, 87
Xa3 - 3, 6, 7
Xa4 - 4(9), 4(19), 4(29)

Ya1 - 6, 10, 11, 18, 21, 22, 25, 26, 32, 63, 72, 93
Ya2 - 1, 11, 12, 24, 26, 36, 48, 53, 74, 81, 88
Ya3 - 3, 8, 11
Ya4 - 3(8), 3(12), 3(26), 3(27), 3(30)

H. THE CITIZEN IN GOVERNMENT

The degree of approval or disapproval of the typical citizen in his participation in government. The nature and degree of his fitness for participation. The degree of sanction or condemnation of his attitude toward participation.

Factual references - DI, DII, GV, HI, HIII, JII, KI

Xa1 - 3, 9, 13, 15, 20, 24, 25, 26, 33, 34, 39, 43, 46, 53, 66, 70, 94
Xa2 - 3, 8, 35, 36, 40, 42, 43, 46, 50, 57, 61, 70
Xa4 - 1, 4(17), 4(21), 4(31), 4(42), 5

Ya1 - 2, 12, 15, 23, 36, 40, 62, 70, 75
Ya2 - 14, 30, 31, 33, 44, 47, 58, 60, 67, 71
Ya3 - 1, 7, 11, 15
Ya4 - 1, 3(7), 3(21), 4

J. SUBVERSION IN GOVERNMENT

The nature and strength of the attitude toward subversion of government purposes, and of democratic ideals.

I. The degree of belief as to the degree to which the purposes of government and democracy are either realized, unrealized or subverted.

Factual references - DI (items concerning subversion), EII, KI, KII (items concerning the nature and prevalence of radicalism)

Xa1 - 4, 9, 14, 29, 37, 52, 59, 73, 90
Xa2 - 9, 13, 18, 23, 27, 30, 46, 56, 60, 66
Xa3 - 1, 3, 6
Xa4 - 4(6)

Ya1 - 1, 3, 5, 8, 20, 24, 38, 47, 62, 64, 69, 79
Ya2 - 1, 6, 16, 28, 30, 31, 36, 45, 46, 49, 61, 64
Ya3 - 3, 8

II. The degree of sanction or condemnation of special privilege, class favoritism, corruption, and other subversion in government.

Factual references - DI (items concerning subversion) EI, EII, KI, KII

Xa1 - 14, 22, 38, 40, 45, 46, 56, 58, 67, 82
Xa2 - 24, 25, 46, 73
Xa4 - 1, 4(11), 4(13), 4(14), 4(37), 4(38), 4(43), 4(45)

Ya1 - 13, 20, 25, 26, 32, 33, 34, 41, 42, 53, 54, 68, 88
Ya2 - 4, 12, 20, 29, 47
Ya3 - 10
Ya4 - 3(10), 3(11), 3(13), 3(15), 3(23), 3(26), 3(40)

K. FAIR-MINDEDNESS

The degree of tolerance and open-mindedness in governmental relationships.

7. [illegible] in government

[illegible] and strength of the attitude toward [illegible] of government programs, and of [illegible] issues.

I. The degree of belief in the degree to which the [illegible] of government and [illegible] are [illegible] [illegible] or [illegible].

Factual references - 12 items concerning [illegible] [illegible], III, LI, LII (items [illegible] the [illegible] and [illegible] of realities)

Ia1 - 4, 5, 14, 29, 37, 38, 39, 42, 50
Ia2 - 9, 15, 16, 23, 27, 40, 44, 53, 60, 66
Ia3 - 1, 8, 9
Ia4 - 4(8)

Ib1 - 1, 2, 3, 5, 10, 21, 36, 47, 51, 61, 62, 70
Ib2 - 1, 8, 14, 18, 20, 21, 30, 41, 42, 49, 51, 64
Ib3 - 3, 8

II. The degree of emotion or [illegible] of political [illegible], class [illegible], [illegible], and other [illegible] in government.

Factual references - 11 items concerning [illegible] [illegible] LI, LII, LIII, LIV, LV

IIa1 - 14, 28, 36, 40, 45, 46, 56, 63, 67, 68
IIa2 - 24, 25, 46, 72
IIa4 - 1, 4(11), 4(13), 4(14), 4(27), 4(28), 4(45), 4(46)

IIb1 - 13, 20, 30, 34, 35, 39, 41, 44, 58, 64, 66, 68
IIb2 - 1, 18, 30, 32, 47
IIb3 - 12
IIb4 - 2(10), 3(11), 4(13), 4(15), 4(22), 4(26), 5(46)

8. Pain-Tolerance

The degree of tolerance and over-minuteness in governmental relationships.

I. The degree of tolerance toward groups or individuals holding differing opinion concerning government. The degree to which one appraises individuals as such, rather than assigning characteristics to all members of a group. (The tendency to substitute name calling for argument or thinking.) The degree of ability to hold strong partisan feelings and views without personal animus. Further, specifically, the nature and strength of the attitude toward radicals and radicalism.

Factual references - C, F, JI (items concerning party principles)
JII (items concerning prejudice)
KII (items concerning radicalism)

Xa1 - 16, 24, 25, 26, 36, 46, 55, 61, 62, 63, 64, 84, 91
Xa2 - 1, 2, 5, 21, 24, 35, 36, 89
Xa3 - 8, 9, 10, 11, 15
Xa4 - 1, 4(1), 4(7), 4(8), 4(11), 4(15), 4(27), 4(44), 4(47), 4(48), 4(49), 4(50), 6j

Ya1 - 19, 21, 22, 39, 55, 59, 60, 61, 72, 83, 84
Ya2 - 3, 11, 12, 20, 21, 22, 26, 45, 76
Ya3 - 12, 13, 14
Ya4 - 1, 3(3), 3(4), 3(6), 3(18), 3(35), 3(38), 3(45), 3(46), 3(47), 3(50), 6f, g, h, j

II. The degree of tolerance of differing racial, cultural, vocational, economic and religious group members in their participation (as individuals) in government.

Factual references - JII (items concerning women in government. Also concerning prejudice.)

Xa1 - 24, 25, 26, 33, 36, 40, 42, 46, 52, 53, 56, 60, 83
Xa2 - 24
Xa3 - 9, 10, 11, 12, 13
Xa4 - 1(a-n), 4(15), 4(26), 4(41), 4(46), 4(50)

Ya1 - 15, 19, 34, 38, 41, 53, 57
Ya2 - 29, 37, 40, 43, 44
Ya3 - 2, 4, 6, 9, 13, 14
Ya4 - 1, 3(23), 3(26), 3(33), 3(37), 3(40), 3(41), 3(44), 3(46), 6h, i

[illegible]

III. The intensity of feeling of superiority of one's own self and one's "in-groups".

Factual reference - JI (items relating to party platforms and principles)

This objective is the converse of objectives KI, and KII. Further, objective LII has a very close relation to this one.

The measure of this objective will be largely obtained by the correlation of the responses to the references under KI and KII (attitudes) with the responses to the items relevant to this objective found on the personal data test sheets.

Further references:
Xa1 - 61, 62, 63, 64, 91
Xa2 - 60
Xa4 - 1, 4(1-50), 6j

Ya1 - 84
Ya4 - 1, 3(1-50), 6h, i

IV. The habit of making qualified, reserved judgments as over against the proneness to impulsive or extreme opinion. The degree of independence in one's own thinking and choices in government. The belief as to the extent of one's own independence in thinking.

Factual references - C, JI (items relating to party principles)

Also, see FII and FIV (attitude objective references)

Further references:
Xa1 - 16, 24, 25, 26
Xa2 - 9, 43
Xa3 - 1 through 15. (Test of extremity of opinion)
Xa4 - 1, 4(1-32) (Test of proneness to emotional reaction to stimuli)

Ya1 - 22, 62, 75
Ya2 - 15, 22, 40
Ya3 - 1 through 15. (Test of extremity of opinion)
Ya4 - 1, 3(1-31) (Test of proneness to emotional reaction to stimuli)

L. SENSE OF RESPONSIBILITY TOWARD GOVERNMENT

The degree of apathy or cynicism as over against interest and faith in one's own relations with government.

I. PATRIOTISM

The quality and degree of the testee's patriotic

III. The intensity or feeling of superiority of one's own self and country (in-group).

Neutral reference - 72 (after relating to work)
(Letters and telephone)

Data obtained on the survey is presented in Table XIII. Further, inspective lit was a very at is reality to all one.

The numbers of this objectivity will be altered by the experience of the respondent to the reference under [illegible] (positively) the response to [illegible] these influence to data objective level on the personal data key object.

Another reference:
Tel - [illegible], [illegible], [illegible], [illegible]
Lea - [illegible]
Ins - [illegible], [illegible], [illegible]

Tel - [illegible]
Ins - [illegible], [illegible]

IV. The habit of making qualified, reserved judgments or even avoiding the responsibility to be utter or express opinion. The degree of independence in one's own thinking and choosing is to a moment. The belief as to the extent of one's own independence in reality.

Neutral reference - 6, 11 (items relating to party principle)

Also, see Table XIV (attitude objective reference)

Another reference:
Tel - [illegible], [illegible], [illegible]
Lea - [illegible], [illegible]
Ins - [illegible] (Sent of entirely or opinion)
Ins - [illegible], [illegible] (Sent of preference to conformed reference to relative)

Tel - [illegible], [illegible], [illegible]
Ins - [illegible], [illegible], [illegible]
Ins - [illegible] (Sent of extremely or opinion)
Ins - [illegible], [illegible] (Sent of preference to conformed reference to relative)

I. Sense of responsibility toward society

The degree of habit of opinion is over equal liberal and talk to one's own conscious and preference.

II. Patriotism

The quality and degree of the nation's position

feelings, more especially toward the patriotic symbolism, the material beauties of this country, and the national ideals and achievements.

Factual reference - R

Xa1 - 16, 23, 89
Xa2 - 10, 44, 72, 78, 83
Xa4 - 4(33), 6

Ya1 - 55, 67, 77
Ya2 - 41, 83, 89
Ya3 - 1
Ya4 - 3(32), 3(49)

II. The nature and strength of faith in the superiority of the United States theory, form and efficiency of government and in the United States Constitution as compared to other theories and practices of government.

Factual references - C, Q

Xa1 - 1, 6, 39, 55, 59
Xa2 - 10, 11, 14, 17, 19, 40, 53, 56, 78
Xa3 - 1, 2, 4, 6 (Extremity of opinion expressed on these test items is indicative of belief in the superiority of the United States government.)
Xa4 - 4(30)

Ya1 - 5, 36, 67, 73
Ya2 - 6, 8, 22, 45, 50, 61, 83
Ya3 - 5, 7 (Extremity of opinion expressed on these items is indicative of belief in the superiority of the United States government.)

III. PARTICIPATION IN GOVERNMENT

The degree of willingness to assume one's obligations in government. Office holding, civic service, participation through the several other possible channels.

Factual references - DI, HI, HII

Xa1 - 16, 20, 70
Xa2 - 8, 25, 50
Xa4 - 4(10), 4(12), 4(17), 4(42), 5

Ya1 - 2, 16, 20, 68, 75
Ya2 - 15, 30, 33, 41, 44, 47, 54, 70
Ya3 - 1, 15
Ya4 - 3(7), 3(14), 4

M. MILITARISM VERSUS PACIFISM

The degree of belief in the military as a necessary part of government. One's own reaction to things of a military nature. The pacifistic attitude.

Factual reference - L

Xa1 - 6, 8, 38, 85
Xa2 - 2, 15, 32, 58, 72, 90
Xa4 - 4(3), 4(4), 4(5), 4(16), 4(24), 4(30), 4(40), 6c, h, i

Ya1 - 55, 66
Ya2 - 10, 13, 18, 41
Ya4 - 3(1), 3(16), 3(17), 3(27), 3(31), 3(43), 6b, c, e

N. INTERNATIONAL RELATIONSHIPS

The nature and strength of belief as to what are the proper policies of the United States government in her most critical international problems. (Cuba, the Philipines, Russia, Japan, etc.)

Factual reference - S

Xa1 - 85, 87
Xa2 - 58, 65, 84
Xa4 - 4(40), 4(44), 4(48), 4(49)

Ya1 - 65, 67, 82, 92
Ya2 - 10, 62, 84
Ya4 - 3(16), 3(17), 3(43), 3(45), 3(47), 6j

Yal - 7, 13, 18, 69, 75
Yak - 13, 30, 40, 41, 44, 47, 54, 72
Yad - 1, 15
Yai - 8(21), 9(24), 9

V. Military Terms [illegible]

The degree of merit in the military as a necessary part of government. Giving one question to things of a military nature. Yai [illegible] attitude.

Yaiaa, Yaiaaaa - 2

Yaa - 3, 4, 66, 69
Yaa - 2, 1, 34, 53, 71, 90
Yaa - 8(1), 3(4), 11(1), (34, 4(44), 4(49), 5(52),
10, 8, 9

Yaa - 39, 44
Yaa - 3, 1, 10, 11
Yaa - 8(1), (12, 3(2), 8(8), 7(21), 9(4), 11, 2, 9

W. [illegible] of Alliances

The nation has already or [illegible] to [illegible] the [illegible] political of the United States [illegible] in her more national international problems. (Lack, the Philippines, Cuba, Japan, etc.)

Waiaal Yaiaaaa - 2

Waa - 23, 37
Waa - 3, 4, 66
Waa - 2(4), 2(4), 2(8), 2(8)

Yal - 22, 27, 3, 66
Yak - 1, 24, 4
Yaa - 2(12), 3(27), 3(27), 2(4), 2(27), 63

THE ATTITUDES TESTS - FORMS X AND Y

The following sections compose the two tests of ATTITUDES, Forms X and Y, testing the beliefs, feelings and the nature and extent of the testee's tendency to emotionally determined behavior in governmental and political situations.

Each form contains four sections, named at the beginning of this chapter under the heading,"The Code".

A device is provided and explained in the directions at the heads of the YES-NO and the MULTIPLE-CHOICE sections to permit the testee to show his degree of feeling about individual test propositions in those two sections. The MATCHING section is patently a test of degree of feeling, as are also, less obviously,the MISCELLANEOUS section items.

The device is again provided, where the nature of the test items permits, to enable the testee to indicate whether or not he recalls having dealt with the content of a particular item in his classroom experience.

Code numbers are also provided to enable the diagnostician to refer to the particular ATTITUDES objectives which each test item helps to measure. The code symbol of each objective for which a particular test item is considered critical appears IN RED at the left of every test item in the ATTITUDES test group.

Below and on several sheets following you will find some statements. There is a blank line after each one. You are to show which statements you agree with by writing the word "Yes" on the blank line, and which ones you disagree with by writing the word "No" on the line. If you agree with a statement very strongly, so that you have a really STRONG feeling about the matter, draw a circle AROUND the word "Yes", after writing it. If you DISAGREE with a statement very strongly, draw a circle around the word "No". If you have no real opinion one way or the other about a statement, leave the little blank line unfilled. ALSO, if your opinion on any subject was formed IN SCHOOL or was formed chiefly as the result of something that you have heard or studied about in school, put a check mark (✓) in the right hand column after the statement about which your opinion was thus formed. ——————→

FI LII	1.	It should not be possible to alter the Constitution of the United States in any great way, for its principles are eternal. ___	
EII, FI III GII	2.	Judges should administer justice according to popular sentiment, and if they fail to do so, they should be recalled. ___	
CI,II D, H	3.	Our public schools train their pupils well to take their part when adults as voters, office holders and observers of law. ___	
CII, IIIa.b FIII, JI	4.	Only rich men or those backed by rich men or by large sums of money can hope to run for important political offices successfully. ___	
GI	5.	No law ought to be broken as long as it remains a law. ___	
LII M	6.	America has the best army and navy in the world. ___	
FIV	7.	Publicity concerning the government is a bad thing for it arouses the people to believe that their government is crooked. ___	
M	8.	America should have the largest army and navy in the world. ___	
CII, FIII, IV H, JI	9.	People in general take a keen and intelligent interest in good government. ___	
GI	10.	It is all right to make a hero out of a crook for everyone would like to be crooked if he dared. ___	
GI	11.	Crooks as a rule are kind to their mothers and to little children. They only hurt rich grafters and other crooks. ___	

Xal

EI	12.	Every government is entitled to protect itself against people in it who try to bring about great changes in the government. ___
CII, IIIa H	13.	Our voting machinery allows special classes often to confuse the voter. ___
CI, IIIb,c JI, II	14.	We probably will always have some grafting politicians in our system of elective government. It is impossible to get rid of them. ___
CI, II, IIIa,c FII, III, IV H	15.	We elect more men to public office in this country than the average voter can choose intelligently. ___
CIIIb, KI, IV LI, III	16.	Every true patriot belongs to one or the other of the two largest political parties. ___
CIIIc FII	17.	Lawyers are the best fitted people as a group for legislative jobs, for they can read and understand law. ___
CIIIc FII	18.	We need economists, not legal minds, in government to keep this country at its best. ___
CIIIa,b,c, D, FIII	19.	Postmasters should be chosen by civil service examination and then be given permanent office, as long as they are competent. ___
CII, EI H, LIII	20.	A person who is qualified to vote should be penalized for not voting. ___
AII, IIIa BII	21.	It is proper for city people to pay tax money to build roads in the country areas. ___
CIIIb EI JII	22.	It is no one's business how much money is spent in running for office if it is spent honestly. ___
CIIIc D, FII LI	23.	The government is, by and large, an earnest group of qualified statesmen who are actively, progressively achieving a better American life for everyone. ___
H KI, II, IV	24.	All Catholics should be barred from public office. ___
H KI, II, IV	25.	All Jews should be barred from public office. ___
H KI, II, IV	26.	All Masons should be barred from public office. ___
AI, II EI, GII	27.	The working hours of industry ought to be fixed by law. ___
AII, BII EI	28.	Taxes should be regulated to force idle land into use. ___

[illegible]

[illegible]

[illegible]

BI, CIIIc, JI	29.	Our government employees soak the taxpayer and give him almost nothing in return. ___
CIIIb	30.	The country and the government would be better if all the people belonged to one political party believing as I do. ___
AI, II, EI	31.	The laborer ought to take his own risks in industry. ___
AII, EI	32.	A person ought to always submit to the "will of the majority". ___
CI, II, FIV, H, KII	33.	Poor people are bound to be ignorant and discontented about government. ___
AI, II, CI, II, IIIa, EII, H	34.	Only property owners ought to be allowed to vote. ___
FII	35.	Legislators ought to be free leaders and do as they think best. ___
CII, KI, II	36.	Rich people have no real interest in good government for everyone. ___
EI, GII, JI	37.	By and large, the average citizen has the opportunity to enjoy all the rights which it was the intention of the founders of the United States government to grant. ___
EI, JII, M	38.	The big ship building companies kept a man in Washington whose job it was to try to get congressmen to vote for a big navy. It was quite all right and proper that the companies should do this. ___
FIV, H, LII	39.	The American people need to know more than they generally know and are told about the real conditions of their government. ___
CIIIc, FII, JII, KII	40.	Because the rich men have the best education, our government officials should be mostly rich men. ___
BII	41.	Real estate is the best source of taxation. ___
BII, KII	42.	The rich have to stand an unfairly heavy share of the taxes. ___
CI, FII, IV, H	43.	Public opinion is the best guide for governmental action. ___
BII	44.	Real estate owners really need relief from a too heavy tax burden. ___

Xal

BII JII	45.	I don't blame a person for evading payment of taxes, if he can "get away with it". ___
AI II CI, II H, JII KI, II	46.	A person from the laboring classes ought not to be allowed to hold office. He doesn't know enough. ___
AII	47.	People are more likely to get their money's worth from private business than from business run by the government. ___
AII CI	48.	Socialism couldn't work, since in a few years a few clever people would have a great percentage of the wealth and the masses would again be poor. ___
AII EI FIV	49.	The condition of a private industry is none of the public's business. ___
AII EI	50.	As long as a business is not immoral, a group of men should have the right to run any business they want to, anywhere they want to. ___
AI, II BII	51.	The government ought to see to it that everyone has an equal income and equal wealth. ___
CII, FIII JI, KII	52.	Women in this country have a real political equality with men. ___
CI, IIIc H, KII	53.	It would be all right to have a woman President of the United States. ___
AIIIa BII	54.	A rich county should help support the public schools of the poorer counties. ___
FI, IV KI, LII	55.	It was right for the newspapers to make a lot of fun of Technocracy, for it was just a crazy scheme. ___
AI, II JII, KII	56.	Children of wealthy parents need a better education for they have to learn to take care of the family fortune. ___
AI, II	57.	Universal free public education should be extended through college. ___
AII CI JII	58.	Education for everyone is not good sense. Not every child is able to benefit much from an education. ___
EII GII JI LII	59.	Although we live in a so-called democracy, man is not born free and equal, but bound and unequal. ___
KII	60.	In the interest of fairness, at least, we should have a Catholic President in this country soon. ___

Xal

EI, II KI, III	61.	Teachers who are Republicans ought to have a right to express their own opinions on politics in the classroom. ___
EI, II KI, III	62.	Teachers who are liberals ought to have the right to express their own political opinions in the classroom. ___
EI, II KI, III	63.	Teachers who are Communists ought to have the right to express their own opinions about political affairs in the classroom. ___
EI, KI, III	64.	It is all right to have Socialists teaching on college faculties. ___
AI, II	65.	The opportunity to become rich is one of the fundamental bases of a real democracy. ___
AI CI, II, IIIa H	66.	The negro, generally speaking, ought not to be allowed to vote, because he isn't intelligent enough. ___
CIIIb FII, III JII	67.	We need machine politics in this country, for the questions are so complicated that the average man could not learn to deal with them well. ___
AIIIa D	68.	Cities and towns ought to have control of the public health service, for they know the local problems better than the state or Federal authorities. ___
AI EI GII	69.	The authorities should see to it that every person on trial has an efficient defense. ___
CI, II FII, H LIII	70.	The average citizen hasn't the ability to know what a referendum question is all about. ___
EII FII	71.	If a Congressman is voting contrary to the way his constituency desires, it ought to be possible to either force him to conform to their wishes or remove him from office. ___
CIIIc, FII	72.	Lawyers make the best statesmen. ___
CI, IIIc, D FII, JI	73.	The men in our state government are not really qualified to deal with large public questions. ___
AIIIb D FII	74.	A city government run by one good man would be better than the average city government under a council or board of aldermen. ___
EI GI, II	75.	If juries feel that the prisoner is guilty of murder, but the case is not clearly proven, they ought to declare him guilty anyway. ___

Xal

BII	76.	I believe that a sales tax would be a good tax to have in this state.	___
AII BIV	77.	The government should keep the closest watch over private banks and bankers.	___
AII BIV	78.	The loans that banks make to people need to be supervised by the government.	___
BII	79.	If good products can be made more cheaply in a foreign country than they can in the United States, we ought to be able to get the benefit of the lower price at which they can be sold.	___
FIV	80.	A magazine like the "Literary Digest" would be better help to the citizen in his political duty if it expressed opinions about government instead of just reciting cold facts.	___
CIIIc GII	81.	We should have stricter systems of choosing our police officials in this country.	___
CI, II EII JII	82.	Rich people have, after all, done the most for the country and should be allowed to have the most to say about the way the government should be run.	___
AI EII KII	83.	Everyone should be free to believe in whatever kind of religion he wants to without any hindrance or restriction.	___
AI, CIIIb EI, KI	84.	It is wrong to allow Communists to run candidates for public office in this country.	___
M N	85.	We ought to go over and lick Japan.	___
AI, CI, II EII	86.	Political, legal and religious equality should be the right of every citizen.	___
BIII N	87.	All the debtor nations ought to be forced to pay the war debts on time and in full.	___
AI, II	88.	Everyone is entitled to the necessities of life, even if he isn't able to earn them himself.	___
LI	89.	I think that the beauty of this country ought to arouse a feeling of patriotism in her people.	___
CI JI	90.	We have a right to feel that, with all its faults, we really have a government "of the people, by the people, for the people".	___
CIIIb KI, III	91.	The political party that I believe in has the greatest number, by far, of really intelligent, really patriotic citizens in its membership.	___

76. I believe that a nation can grow to a good [illegible] to have in this state.

77. The government should give the [illegible] and [illegible] and [illegible].

78. The [illegible] [illegible] to [illegible] [illegible] to [illegible] [illegible].

79. [illegible]

80. [illegible]

81. [illegible]

82. [illegible]

83. [illegible]

84. [illegible]

85. [illegible]

86. [illegible]

87. [illegible]

88. [illegible]

89. [illegible]

90. [illegible]

91. [illegible]

D E II	92.	Minority reports of legislative committees are a waste of time and money, for what the minority thinks doesn't count in the final settling of a problem. ___	
C III c D	93.	The business that the officials of government are supposed to carry on is done too slowly and inefficiently as a rule. ___	
C I H	94.	People don't possess enough intelligence to be able to govern themselves well. ___	
B I, III	95.	None of our units of government should be allowed to get into debt. ___	

Below and on several sheets following there are some statements to which you are asked to do several things.

1. Each statement has more than one possible ending. You are to UNDERLINE the part of the statement that you agree with, so that the statement will express your opinion.
2. If you feel very strongly about a certain statement, draw a little circle (like this - 37.) AROUND the NUMBER before that statement, after you have underlined the part that you agree with.
3. If you have NO real opinion about a statement, DO NOT mark it in any way.
4. Finally, if your opinion about a statement was largely formed by something you heard, learned, discussed or studied about IN SCHOOL, put a check mark (✓) in the right hand column after that statement. ⟶

FI KI	1. The facts favorable to Socialism should be left out of school textbooks - should be included in the school textbooks.	
AI, EI KI, M	2. Anyone - no one should be allowed to criticize a declaration of war by Congress.	
CII, IIIa FII, GII H	3. Supreme Court judges should be appointed - elected.	
AII, BII, IV EI, FIV	4. Income tax returns are nobody's business - should be made public.	
AI EI, II AI	5. Radical societies should - should not be given the right of free speech, free press and free public meeting.	
CIIIb	6. It is best - a bad practice to have our presidential candidates chosen by the politicians.	
CIIIa	7. There are many minor offices in government which should be put under civil service - there are too many under civil service now - there are about enough under civil service now.	
CI, II H, LIII	8. There are very few - very many - quite a number of questions that could and should be handled through the referendum.	
FII JI KIV	9. The group with whom the greatest amount of legislation originates is the political "bosses" - "big business" - church officials and reformers - the great mass of common people - the liquor selling crowd.	
CI LI, II	10. Democracy cannot work - is not working but could - can work and is working well at the present time in this country.	

FI LII	11.	The American method of amending the Constitution is far too difficult to be satisfactory - is very difficult but has to be - is not too difficult - is not difficult at all.
AI,II EI	12.	The government has a perfect right to confiscate whatever it sees fit - has no right to confiscate private property - has a right under certain conditions.
CIIIc FII JI	13.	Our salaries for public officials are too low to attract competent men unless they are wealthy in the first place - are too high, so that crooks are attracted to fight for the jobs - are about right to get good men to fill the jobs - attract good enough men.
CIIIb FII LII	14.	Our party system of government promotes - hinders the highest type of leadership.
M	15.	Preparedness prevents - causes war.
D EI GII	16.	This country has too many laws - too few laws - about the right number of laws.
CIIIb LII	17.	This country needs a large third party - needs no parties except the two present largest ones - needs no parties at all.
JI	18.	Our government is controlled by great financial interests - is somewhat influenced by large financial interests - is not affected at all by great financial interests.
CI, II LII	19.	The practice of democracy as developed in the United States has no serious or far-reaching defects - has many serious and far-reaching defects - has some serious and far-reaching defects - has only a few minor defects - is practically no good at all.
FI GI,II	20.	There are some foolish laws in this country which people ought to break - people ought never to break a law no matter how foolish it is.
KI	21.	Free speech relieves - increases discontent.
AI,II, EI,II	22.	A government has no right - has a perfect right to legislate on personal moral questions.
CIIIc JI	23.	Most - many - some - almost no government officials are "crooks".
AI,II JII KI,II	24.	Laborites should - should not be appointed to the Supreme Court.
GI JII LIII	25.	A person should always - sometimes - never be ready and willing to give full information about any crime.

BI II	26.	I believe higher taxes - lower taxes would hasten prosperity in this country.
CII FIII JI	27.	My mother and father could name from memory all - most - some - very few of the people they have voted for in the national, state, county and local elections during the past year.
FI, III	28.	Our Constitution is too responsive - responsive enough - not responsive enough to social needs and changes.
D FI, II	29.	Our government needs to be controlled more directly - swayed less quickly by public opinion.
D, EI FII, JI	30.	The opinions of earnest small groups find too much - enough - too little representation in government.
AII EI	31.	Our government should grant more - less freedom to private business.
M	32.	Our national defense is too big - just about right - too little.
AII EI GII	33.	The government hampers the individual liberties of people too much - not too much - too little.
AII D	34.	Our government has too many services - enough services - too few services.
CII, IIIb H, KI	35.	All - many - some - few - no Democrats are low bred.
CII, IIIb H, KI	36.	All - many - some - few - no Republicans are stupid or selfish.
AII	37.	Private industry does - does not work for the public good.
BI, III	38.	Government must continually cost more - should have its cost reduced.
AII EI	39.	Not so much - more - about as much public ownership as there is at present should be practiced in this country.
D, FI H, LII	40.	The American people are quick - slow to borrow good ideas about government from other countries.
AII BI	41.	The poor should be relieved by private contributions to charity - by cutting government jobs and salaries to release more money - by raising more taxes.
CII H	42.	Most - some - few - none of our arguments are the result of calm thinking.
H KII	43.	In school history and civics classes we get a lot - a fair amount - only a little of free vigorous thinking about real important public up-to-date questions.

Xa2

LI	44.	To know the national anthem, the Lincoln's "Gettysburg Address" and other patriotic material is something to be glad of - is largely a waste of time, for it is, for the most part, childish.
AII BII EI	45.	The government gives an exclusive franchise to a railroad and the railroad, having no competition because of the franchise, makes lots of money. It is right - wrong for the government to collect a higher tax than the ordinary rate from that railroad.
H JI,II	46.	People in general need to take more interest in civic affairs - interfere in civic affairs so much that not much is accomplished - have a proper interest in civic affairs.
D FII	47.	Most - little - some - none of the legislation passed by the United States Congress is sectional in its character, rather than having the welfare of the whole country as its aim.
AII	48.	It would be a wise - foolish thing for the governments of the large cities of this country to support a symphony orchestra or a civic opera company.
D EI FII,III GII	49.	If a person declares that a judge is not acting rightly or fairly, he can be jailed or fined for contempt of court. This is necessary and wise - this is a wrong practice and opposed to the ideals of a democracy.
FIII H LIII	50.	A citizen ought to get out and work for his candidate and his ideas at election time, if possible - a citizen is a fool if he does, for the politicians hold the power in the end - a citizen ought to mind his own business about the matter of working for candidates and leave it to other people to do.
CIIIc GI,II	51.	The police of this country are too brutal in their treatment of prisoners - are no more brutal than they ought to be - are not brutal at all.
CIIIb	52.	The party candidates usually are really the people's choice - are usually the politicians' choice.
CI LII	53.	I believe that democracy is the best theory of government - is not the best theory of government - is a poor theory of government.
AIIIb CI FI	54.	One of the things that this government needs is continued dictatorial powers granted to the President by the will of the people - this country needs less dictatorship than it has at present.
BI	55.	It is wrong - all right for the taxpayers of this country to be asked to pay what they have to at present to cover the cost of government.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

CI JI LII	56.	What we actually have in this country is a government of all the people, by all the people, for all the people - a government of all the people by certain classes of the people for the chief benefit of those same classes.
EII FII H	57.	People ought to leave most questions to the leaders in government - ought not to consider government officials as leaders to whom questions should be left.
M N	58.	No country ever ought on any grounds to go to war - most wars cannot be avoided - war is the best way to preserve the national honor.
FIV	59.	It would be better if we had no political editorials in the newspapers of this country - it would be wrong to have no political editorials for people to read.
CIIIb JI KIII	60.	I believe the Republican - Democratic - Socialist party is the most affected by the influence of wealthy people.
CII H	61.	The way that the average citizen uses the privilege of the ballot proves to me that he ought to have the privilege taken away from him - proves to me that with all his faults, he still should be allowed to vote.
BIV	62.	Silver is a good enough - a bad standard for currency.
AII CII EII	63.	There are no - some - quite a lot of questions that cannot be fairly settled by "majority rule".
CIIIc GII	64.	I have much - a fair amount of - little respect for the ability of the average policeman in this country.
N	65.	The Philipines ought to be given their independence - are not yet civilized enough to be given independence - ought to be kept by the United States for they are a good military and naval base, and besides, have natural resources that are useful to us.
CIIIa JI	66.	Our elections are so crooked that recounts are usually justified - are so guarded against fraud that recounts are a waste of time and money.
BIV	67.	People who own government bonds do not, as a rule, have to pay taxes on the income from those bonds. I think this is right - wrong.
FIV	68.	The average newspaper can - cannot be relied upon as a source of truthful information about government.
BI, III	69.	The present indebtedness of government in this country is a frightful amount - is large, but can be met - is not really large at all.

CIIIb H	70.	I usually lose respect - gain respect - undergo no change in respect for a man who enters city or town politics.
CIIIc	71.	The standard of pay for government officials ought to be higher - lower - about what it is at present.
LIII M	72.	They will never get me to take part in any war - they will never get me to take part willingly in any war - I would cheerfully go to war if I thought my country needed me - I wish that I could take part in a war.
CIIIb JII	73.	It is all right - all wrong for our politicians and our political parties to receive large sums of money from certain persons to finance political campaigns.
D	74.	The office of sheriff is a very necessary office - is simply an out-of-date job that is no longer really necessary.
DII	75.	A protective tariff is better - worse than a tariff for revenue only.
D GII	76.	Our body of law provides often enough for real justice - does not provide often enough for real justice.
CII	77.	I approve heartily - I have mixed feelings - I disapprove strongly of the principle of "universal suffrage".
LI, III	78.	This country has reason to be proud over her record in history - ought to be ashamed of her historical record - ought to be proud of some things and ashamed of others in her history.
FI	79.	I believe - do not believe that this country's government should have to undergo any great change in its fundamental principles.
CIIIa, c	80.	No government officials ought to be chosen by appointment by some higher official - it would be better if most government officials were chosen by appointment instead of by popular vote.
FI, III	81.	As our country's problems develop, our body of law progressively changes fast enough to meet the needs - changes as rapidly as can be expected of a good body of law - is too hard and fast a body of law to cope effectively with changing situations and new needs.
CIIIc D	82.	One of the causes of the inefficiency of government business is the fact that there are too many - too few government officials.
LI	83.	I am sometimes thrilled at the sight of the American flag - the sight of the American flag never arouses any particular feeling in me - the American flag sometimes gives me a pain.

[illegible]

N	84. If a man like Hitler tries to boss a country by force, the United States ought to stop him - the United States ought to try to make him see that he is wrong - the United States ought to mind its own business.	
BIV	85. The letting of contracts by governmental units makes opportunity for graft - is so carefully supervised that there is little or no chance for graft.	
D	86. The "committee system" of handling legislation is good, for it enables a quantity of material to be dealt with - is bad, for it tends to prevent legislators from knowing what they are voting about.	
GI, II	87. At Sing Sing, the prisoners have athletic teams, movies and other amusements. I approve of the practice for they are human like everybody else - the practice is wrong for these prisoners do not deserve any such silly sympathy.	
CIIIa	88. Our methods and machinery for elections are pretty poor - are pretty good.	
AII KI	89. "Bolshevik" is a bad name to be called - a good name to be called - is neither a bad name nor a a good name.	
M	90. This country should increase the size of her navy - reduce the size of her navy - leave the size of the navy as it is at present.	

KIV

Below there are some statements with a blank space left in each. You are to write in each blank space one word which will make the statement read so that you can agree with it. Use one of the following words: "always", "usually", "often", "sometimes", "seldom", "never". Be sure that the word that you choose makes the sentence most nearly TRUE in your belief. ALSO, if your opinion was formed by something that you have learned, heard, discussed or studied about IN SCHOOL, put a check mark (✓) in the right hand column after the statement about which your opinion was thus formed.

CIIIc JI LII	1. Public officials _____ graft to make a living.	
EI,II FI LII	2. Lecturers who criticize our government _____ ought to be kept from speaking if they are in the habit of criticizing the government bitterly.	
CIIIa,b,c, FIII, GII JI	3. A judge's appointment to the bench is _____ a reward for political service.	
AIIIb D LII	4. "Checks and balances" are _____ an obstacle to the public getting what it wants.	
CI,II, IIIa FII	5. The opinion of the people as a group is _____ more likely to be right than that of any other group or person.	
CIIIc,D, GII JI, LII	6. Our courts and lawyers are _____ crooked.	
GI, II	7. A plain clothes detective is _____ a sneak.	
KI	8. Socialists are _____ dangerous radicals.	
EI KI,II	9. Methodists _____ butt in to personal affairs through moral legislation.	
KI,II	10. Catholics are _____ Democrats.	
KI,II	11. Republicans are _____ Protestants.	
KII	12. Christians _____ make better public officials than Jews do.	
KII	13. I would _____ support a Christian over a Jew in an election.	
GI	14. Criminals are _____ clever.	
KI	15. Socialists are _____ patriots.	

On the next sheet, at the left side, running up and down, there is a list of different kinds of people. Across the TOP of the sheet, there are listed some governmental honors, duties or privileges. (Look at the next sheet, now, for a moment, to make sure that you understand.) You are to decide which ones of the list of honors or rights you would willingly grant to members of each class named. AFTER EACH CLASS named in the column at the left, PUT A CROSS (X) BELOW EACH PRIVILEGE OR HONOR TO WHICH YOU WOULD ADMIT MEMBERS OF THAT CLASS. If you would be unwilling to admit certain classes to a particular position named, do NOT put a mark in the box after that class and below that position.

For example, if you would be willing to have a Communist be a member of Congress, put a cross after the word "Communist" in the box below the phrase "Member of Congress". If you would be unwilling to have a Communist be mayor of your city, do NOT mark the box after the word "Communist" below the word "Mayor".

1.

CI, IIIc, EII, H,
JII, KI, II, III, IV

	1. President of the U. S.	2. Member of Congress	3. State Governor	4. Member of state legislature	5. Mayor	6. Member of city council	7. Selectman (town)	8. Policeman	9. Citizenship	10. Right to live in this country without the right to vote
a. Rich man										
b. Teacher										
c. Day laborer										
d. Banker										
e. Communist										
f. Catholic										
g. Poor man										
h. Protestant										
i. Socialist										
j. Jew										
k. College professor										
l. Employer										
m. Masonic members										
n. Members of the K. of C.										

(This test is a modification of Bogardus' "Scale for Social Distance", described in the bibliography of this study, Item #52)

AI,II
BI,II

2. Below is a list of things and services, with a little blank line before each one. Put a check mark (✓) on the little blank line before each one that YOU think the government ought to see that everyone, rich or poor, gets, even if it has to be furnished to the poor at government expense. Cross out by drawing a line through the things that you think people ought to pay for themselves or go without.

___ Grade school education

___ High school education

___ College education

___ Medical care

___ School textbooks and supplies

___ Clothes

___ A place to live

___ Food

___ A radio

___ Books to read

___ Entertainment

___ Police protection

___ Old age insurance

If you think that your opinion about this question of government services was formed as a result of something that you have learned, studied, discussed or heard about IN SCHOOL, put a check mark (✓) on this line. ___

AI, II 3. Put a cross (X) on the little blank line before each item in the list below that you think ought to be owned or completely controlled by the government.
EI

___ Banks

___ Schools

___ Oil fields

___ Food supplies

___ Flour mills

___ Stockyards

___ Dwelling houses

___ All factories

___ Factories which produce necessities of life

___ Post offices

___ Railroads

___ Libraries

___ Churches

___ Coal fields

___ Timber land and timber

___ Liquor distilleries

___ Liquor selling establishments

___ Farms

If your opinion was formed, as nearly as you can remember, about this question of government ownership and control, by anything you have heard, learned, discussed or studied IN SCHOOL, put a check mark (✓) on this line. ___

Put a check (X) in the little blank line before each item in the list below that you think might be an area of commercial conflict in the accommodation.

____ Banks

____ Railroads

____ Oil firms

____ Food supplies

____ Power plants

____ Newspapers

____ Smelting firms

____ Air lines

____ Textile mills, pressure associations of life

____ Coal miners

____ Railroads

____ Electrics

____ Chemicals

____ Coal miners

____ Timber land and owners

____ Liquor distributors

____ Liquor selling establishments

____ Farms

If your opinion was formed, or really as you see it, about this should be commercial problems and conflicts, do anything you may know, feeling, discussion or [illegible] and [illegible], and a check mark in this line.

____

4. Below is a list of words and phrases. You are to cross out by drawing a line through (~~like this~~) the ones that are disagreeable to you; - that is, the ones that bring to you a meaning that is really unpleasant or repulsive. You are to draw a line AROUND (like this) the ones that are agreeable to you; - that is, the ones that bring to you a meaning that is really pleasant. If a word or a phrase arouses NO real feeling in you of any kind, either pleasant or unpleasant, do not mark it in any way at all.

EI, FI KI	1. radical	CIIIb D JII AII	14. "log-rolling"
FI	2. revolution	CI, II KI, II	15. aristocracy
M	3. R. O. T. C.	M	16. National Defense League
M	4. West Point	CII, IIIa H, LIII	17. voting
BI	5. war veterans	CIIIb D	18. bloc
CIII FII JI	6. government official	EI GI, II	19. law
CIIIb KI	7. G. O. P.	AII	20. government ownership
AII EI KI	8. Socialist	CI, II, EII FII, H	21. public opinion
EI GI, II	9. policeman	AIIIa	22. state's rights
BI EI LIII	10. tax	AIIIa	23. centralization
JII KI	11. "big business"	M	24. preparedness
CI, IIIa, b LIII	12. politics	D FII	25. Congressman
CIIIb, D JII	13. patronage		

(This test is a modification of the Watson "Test of Public Opinion", by Goodwin B. Watson, Bureau of Publications, Teachers College, Columbia University, N. Y. C., 1927.)

4. (Cont.) Do the same thing with the words and phrases below. Remember, you are to CROSS OUT the ones that have an unpleasant meaning to you, you are to draw a line AROUND the ones that have for you a pleasant meaning, and if a word or phrase arouses NO feeling in you of either kind, you are to leave it alone without marking it in any way.

KII	26. laborer	EII	39. "rights of the minority"
FII KI	27. Hoover	M N	40. The German people
AII	28. socialization	KII	41. atheists
EI, FIII, GI, II	29. "blue laws"	H LIII	42. non-voters
LII M	30. nationalism	JII	43. "pork barrel"
CI, IIIa EII, FII, H	31. democracy	FI KI N	44. Stalin
FI, III	32. conservation	JII	45. banker
LI	33. Flag Day	KII	46. foreign born
CII	34. universal suffrage	FI KI	47. Norman Thomas
EII	35. "majority rule"	FI KI N	48. Mussolini
BI	36. government cost	FI KI N	49. Lenin
JII	37. lobbyist	FI KI, II	50. Father Coughlin
JII	38. financier		

H
LIII

5. Below are listed some tasks that are open to adult citizens as part of the task of self-government. Put a cross (X) on the little line before the ones that you feel you would really be willing to do, if you were an adult, if you thought you were capable. Do not be guided by what you think you OUGHT to do, but tell the truth about what you think you would be WILLING to do.

___ Run for the United States Senate, if urged by a number of citizens who think you are fitted for the position.

___ Be President of the United States if your party wanted you to be the candidate.

___ Serve without pay as a school committee member.

___ Join a group of volunteer workers to pick up rubbish and clean the public dump.

___ Study the problems of the day, in your spare time, after working all day, in order to become a more intelligent voter.

LI

6. Put the number "1" on the little blank space before the name of the person in the list below whom you admire most. Put a "2" before the name of the person whom you admire next, and so on, numbering the names in the order of your admiration. If you do not know enough about a person to have any feeling about that person, do not number that name. If you feel the SAME degree of admiration for two or more people on the list, give them the same number. After you have numbered the names, CROSS OUT the names of any people on the list whom you DISLIKE rather than admire.

AII, BI, II, CI, IIIc EI, FII

a. ___ Franklin D. Roosevelt

AI

b. ___ Abraham Lincoln

M

c. ___ Theodore Roosevelt

d. ___ George Washington

e. ___ Thomas Jefferson

Do the same thing with the list of names below.

f. ___ Horace Mann

g. ___ James J. Hill

M

h. ___ "Stonewall" Jackson

M

i. ___ Admiral Farragut

EI KI, III

j. ___ Eugene V. Debs

Below and on several sheets following there are some statements. There is a blank line after each statement. You are to show which ones you agree with by marking them with the word "Yes", and which ones you disagree with by marking them with the word "No", on the little blank line. If you agree with a statement very STRONGLY, so that you have a really strong feeling in the matter, draw a circle AROUND the word "Yes"(like this - Yes) after writing it. If you disagree with a statement very strongly so that you have a strong feeling in the matter, draw a line around the word "No". If you have NO real opinion about a statement, leave the little blank line unfilled. ALSO, if your opinion was formed about a certain statement by something you have heard, learned, discussed or studied IN SCHOOL, put a check mark (✓) in the right hand column after the statement about which your opinion was thus formed. →

FI, III JI	1.	No legislature should be able to alter the basic framework of a state or national government.	___
CI, II IIIa, II, LII	2.	A person is a fool to take voting seriously, for government is crooked anyway.	___
CIIIc D JI	3.	Government in general is mediocre and somewhat dishonest.	___
GI	4.	Crooks as a rule are smart and brave.	___
D FI, JI LII	5.	The United States Constitution is as perfect as a constitution can be.	___
D FIII GII	6.	Our system of government prevents quick enough progress in matters of law making.	___
CIIIc FII	7.	Our legislative bodies are carefully thoughtful, with the necessary information and technical skill.	___
CIIIc JI	8.	Only rich men can afford to hold public office.	___
CIIIc FI, II	9.	Lawyers are unfitted to be legislators, for they are not creative law makers, but simply know how to interpret the law.	___
AI, II EII, FII GII	10.	It is not the government's proper business to legislate on personal moral questions.	___
FIII GI, II	11.	The quickest and best way to repeal a bad law is to break it.	___
CI, II, IIIa FII, H	12.	Our voters are intelligent enough to permit a democracy through elected delegates.	___
BIII JII	13.	It is never fair for a government official to put members of his family on the government payroll.	___

Yal

CIIIa,b	14.	Postmasters should be chosen from the political party in power. ___
AI CII H KII	15.	All citizens 21 years or over who are not feeble minded or insane should be allowed to vote. ___
EI GI LIII	16.	It is the duty of every citizen always to uphold the law. ___
CIIIc D	17.	This country would be better off without its Congress, for Congress interferes with progress. ___
D GII	18.	Our court system and practices allow crime to flourish. ___
CI EI,II KI,II	19.	Negroes ought not to be allowed to be in Congress. ___
CI, II, IIIc GI, JI, II LIII	20.	People who try to reform government and politics waste their time, for government and politics will always be crooked affairs. ___
EI GII KI	21.	People who are pacifists should be deported. ___
EI, GII KI, IV	22.	Socialists should be jailed. ___
CII, IIIa, b FII, IV H	23.	The average voter had better take the word of the political leaders on political matters, for he cannot hope to find out the truth for himself. ___
CIIIc D FIII JI	24.	If it were not for the grip of officials on government, we could fire half of them and still be better off. ___
AI,II EI FI, GII, JII	25.	There ought to be more protection for the worker in the way of labor laws. ___
AI,II GII, JII	26.	Minimum wages for every industry ought to be fixed by law. ___
CIIIc	27.	Government employees, by and large, are a hard working group who are underpaid. ___
FII	28.	Legislators ought to be just spokesmen who carry out the wishes of those who elect them. ___
AIIIa D	29.	For the good of the country in general, many of the powers now held by the state governments should be administered by the Federal government alone. ___
FI	30.	The best policy is not to meddle with our government machinery. It was good enough for our fathers and is good enough for us. ___
		Yal

14. Imprisonment should be unless from the political party in power.

15. All citizens 21 years or over and are men treated equally to insure equals be allowed to vote.

16. Is it the duty of every citizen obeys to support the law.

17. This country would be better off without its colonies, the Congress is involved with problems.

18. Our world review and practice alone drive to freedom.

19. Religion should not be allowed to be in congress.

20. People the by a strong government and politics never only view, the government and politics will serve to crooked ifficts.

21. People and politicians should be separate.

22. Immigrants should be jailed.

23. The average voter and voters take the word of the political leaders in political matters, it should be school boys on time out and serve for student.

24. If it were not for the grit of citizens in development, we could live half of them and will be terrors off.

25. There never to be more protection for the women in the map of labor line.

26. Science cause for every industry cause to fight or in.

27. Personal conditions, is not large, are a hard working group for the underpaid.

28. Legislation ought to be just of whatever the world our the rights of under and other than.

29. For the good of the country is worth, many of the people for life of the state government should be administered by the federal government alone.

30. The home policy is not to sacrifice our economic machinery. It has been enough for our fathers and is good enough for us.

CI EII GI	31.	A person ought to be satisfied that what the majority thinks is right. ___
CIIIb GII JII	32.	It is fair enough for a judge to be appointed because he has been a hard worker for a political party or for a certain candidate. ___
BII JII	33.	Business often tries to get Congress to put a high tariff on competing goods from abroad. I approve of the practice. ___
JII	34.	It is fair for one Senator to agree to vote as another Senator wishes him to vote in return for a like favor. ___
AII	35.	The government never ought to go into "business". ___
CI D FI H, LII	36.	Faulty as it is, it is impossible to achieve a much better government than we have. ___
FII, IV	37.	The public cannot hope to know what is best for the country as well as can its outstanding business leaders. ___
BII JI KII	38.	The poor have had to stand an unfair share of the taxes. ___
EI FI, IV KI	39.	The Socialists have always had too much to say in criticism of the government. ___
CII FII H	40.	More public questions ought to be voted on by the people through the referendum. ___
BII JII KII	41.	Rich men ought to bear a higher percentage of the tax burden. ___
CIIIb, EI FI, JII	42.	No rich man ought to be allowed to use his wealth to run a campaign to get himself elected to office. ___
CIIIb EI FIV	43.	People have a right to know how much each candidate spends in running for office. ___
AI, II BII	44.	It is unfair for people who have earned fortunes to be taxed to help support people who have not been successful. ___
AII, IIIa	45.	It is fair to ask rich communities to help pay for government and social welfare in the communities that are poorer. ___
AII	46.	We have so much government interference with business that it makes business poor. ___
AI, II CI, IIIb JI	47.	Men cannot possibly be politically equal without first being financially equal. ___

[illegible]

[illegible]

[illegible]

AII EI	48.	The state has a right to say whether or not a certain business may operate. ___
AI,II BII EI	49.	Some form of regulation of taxation should be used that would make impossible the accumulation or holding of a fortune as large as some people now have. ___
AII,BII,EI	50.	There should be no private banks. ___
AII CI	51.	Every community should have only the kind and the amount of schooling that it can pay for itself. ___
FIV	52.	The newspapers told us all the truth they could discover and all that was important about Technocracy. ___
AII JII KII	53.	Children of wealthy parents need a better education, for they have to learn how to treat the workers fairly and kindly in the businesses they probably will inherit. ___
AI, II CI JII	54.	There should be free public education through college for everyone who wants it and is capable of doing good work on a college level. ___
KI LI M	55.	The men who refused to fight in the last war were unpatriotic. ___
AI,II CI	56.	Every child should be guaranteed a good free education. ___
KII	57.	It would have been fairer to elect Al Smith than Hoover, because we have never had a Catholic President, and there are large numbers of Catholics in this country who are entitled to representation in the Presidency. ___
AI,II	58.	The State should furnish free medical care for everyone who cannot pay for it himself. ___
EI, II KI	59.	Teachers who are liberals have a right to express their own political opinions in the classroom. ___
EI, II FI KI	60.	Teachers who are Socialists should have the right to express their own political opinions in the classroom. ___
EI, II FI KI	61.	No Socialists should be allowed to teach public school. ___
CII H J KIV	62.	Most of the arguments that people use in the field of government and politics are just for the purpose of justifying their own beliefs and positions. ___
		Yal

AI EI, II GII	63.	The State has no right to make a compulsory school law. ___
CI JI	64.	Big fortunes endanger democracy. ___
N	65.	It is right to recognize Soviet Russia officially. ___
M	66.	Since everlasting peace is only an impossible attainment, the wisest national policy is to maintain the largest army and navy that we can afford. ___
LI, II N	67.	Because of her wealth and size, the United States would be respected just as much regardless of whether or not she were a member of the League of Nations. ___
CIIIb JII LIII	68.	It is right to always support one's friends if they are running for office, and if they are not "crooks". ___
CIIIb FIV JI	69.	The platforms of the major parties of this country deal with practically all of the important questions of government that need to be solved. ___
CII, IIIa H	70.	It would be better if we had a harder educational test to decide whether or not a person might vote. ___
FII	71.	A representative ought always to stand for what his constituents want. ___
FI GII KI	72.	When the courts ordered the execution of Sacco and Vanzetti, they did a good thing, even if the men were not clearly proven guilty, for at least they made the "reds" more careful about spreading their ideas. ___
AIIIb, CI, II D, FII, LII	73.	A dictatorship by the right man would be superior to our present system of government. ___
CIIIb, c	74.	The men in city government take office usually because the city needs them, not because they really want the jobs. ___
CII, H KIV, LIII	75.	I know what my opinion is on most governmental questions. ___
AI EII FI	76.	A person should have a perfect freedom to urge any great changes in our system of government that he wishes to, as long as he wants them brought about by peaceful means. ___

Yal

LI	77. This country will have to become more beautiful before I will be able to be very proud of it on that score.	___
AI,II BII CI	78. There is very little justice in asking a man to help pay, through taxes, for the education of the other fellow's children, just because the other fellow is not able to pay for it himself.	___
JI	79. Say what you will about this country, we have really achieved a satisfactory degree of political equality.	___
FIV	80. When I am old enough to vote, I intend to use newspaper editorials as the chief basis for deciding how I shall vote.	___
AII BIV	81. The government ought to mind its own business and leave banks alone.	___
BII N	82. France ought to be forced by the United States to pay the war debts on time and in full.	___
AI EII KI	83. Any person should be allowed to think and speak as he likes on political questions and questions concerning government.	___
CIIIb KI, III	84. There shouldn't be any question in the mind of a really intelligent and patriotic person about which political party to join. He ought to belong to the same one that I believe in.	___
CI,II EII	85. The stupid majority has its own way over a more intelligent minority altogether too often, in this country.	___
AIIIb	86. The "war time" powers of the President ought not to be granted to him ever in peace times, for it is too dangerous to allow such a degree of dictatorship.	___
AIIIa BIV	87. It is better for the state governments to regulate banks than for the Federal government to do so.	___
AI II CI JII	88. The average poor man shouldn't be allowed to vote, for he pays at the most a very small amount of taxes.	___
CIIIa,b D	89. We have adequate tests so that we can tell quite surely whether or not a candidate for a city or town office is really fitted for his job.	___
AIIIb	90. The executive branch of government ought to hold the bulk of the power rather than the legislative branch.	___

CI, II	91.	The day will come when the dreams of our forefathers of an enlightened government "of the people, by the people, for the people" will really come true. ___	
N	92.	No other country ought to be able to say things about the United States without paying the penalty. ___	
CIIIc D GII	93.	The police of this country are, generally, well enough trained. ___	
FIV	94.	I believe that the government ought to censor publications to the extent of making them stick to facts instead of opinions about government affairs.	
CIIIc D	95.	In spite of the size of this country, government business has, generally speaking, been carried on quickly and efficiently. ___	

[illegible]

Below and on several sheets following there are some statements, to which you are asked to do several things.

1. Each statement has more than one possible ending. You are to UNDERLINE the part of the statement that you agree with, so that the statement expresses your opinion.
2. If you feel very strongly about a certain statement, draw a little circle AROUND the NUMBER before that statement, after you have underlined the part that you agree with.
3. If you have NO real opinion about a statement, DO NOT MARK it in any way.
4. Finally, if your opinion about a statement was largely formed by something you have heard, learned, discussed or studied about IN SCHOOL, put a check mark (✓) in the right hand column after the statement about which your opinion was thus formed. →

CIIIc, FIII GII, JI	1.	The United States Supreme Court is democratic - undemocratic.
FIV	2.	We need more - less publicity about the inner workings of government business.
CIIIb FIV KI	3.	The Socialists had too much printed - enough printed - too little printed about them at the time of the last presidential election.
CIIIa, b JII	4.	It is right for "big business" to take an active part in government and politics - it is wrong.
AI, II BI, II	5.	Taxes are rightfully supposed to pay the cost of government only - are supposed to insure social welfare.
CIIIc JI LII	6.	Our government is very free from graft - has some graft in it - is full of graft.
CI, II, IIIa, b D	7.	We need a better machine for speedily acting in the public's behalf - our present partisan machine does just that - no other machine could do better than ours.
D LII	8.	The United States form of government is the best form of government - is not the best form of government - is about as good and about as bad as most others.
AIIIa EI	9.	There is an increasing need of more centralization of government control of conditions - less government control.
M N	10.	America should set the example in disarmament - should not be a leader in disarmament for her safety's sake.
EI, II FI, GII KI	11.	One who bitterly criticizes our government and advocates great changes in it should not be given the right of free speech - should, nevertheless, be given the full right of free speech.

EI,II FI,GII JII,KI	12.	Radicals in this country should be deported as fast as they are discovered - have a right to live and believe as they want to, since this is a free country.
EI,M	13.	This country should - should not have compulsory military training.
CIIIb H	14.	Most - some - few people are born Republicans or Democrats.
CII FII KIII LIII	15.	I do my own thinking about public questions - I have my mind made up by other people about public questions - I do not do much serious thinking about public questions - It is not important for anyone my age to do much thinking about public questions because I am not old enough to vote.
EII FIII JI	16.	The opinions of small, selfish, rich groups find much - some - little - no representation in our government.
CII FII,III	17.	Our public officials are hampered too much by - are interested too little in the opinion of the public.
BI,M	18.	We should spend more - less on armament.
AII EI	19.	Our government has too much voice - too little voice - about enough voice in the control of private business.
EI,II FI, JII KI	20.	Radical foreigners should - should not be admitted to the country to visit, teach or lecture.
EI,II KI	21.	Generally speaking, Socialists are a danger to the welfare of this country and ought to be jailed - are a good influence and ought to be encouraged - are so few in number that they don't really have any significance.
FI KI,IV LII	22.	To have every High School pupil in the United States understand Socialistic principles as well as those of the Democratic and Republican parties would be right and proper - would be dangerous and un-American - would be a waste of time.
AII EI	23.	How much income a man has is nobody's business - ought to be public information.
AI, II EI,II FII,GII	24.	A government ought to mind its own business about personal matters like drinking - has a strong obligation to legislate on moral questions.
AI,EI FI	25.	To allow free speech about government is a good thing - is a bad thing.
EI,II FI,III GII,KI	26.	Communists ought to be allowed - ought not to be allowed to publish and distribute material in this country.

11. Dwellers in this country should be convinced as fast as they are discovered - have a right to live and believe as they wish, just that it's free country.

12. This country needs - should get more economical stability (?).

13. Most - some - some people are more idealistic as democrats.

14. I do not see liberals show public provokes - I have no some view on by some people, only under questions - I do not on such cases to raise about policy questions - it is not important for young people to be with thinking about small political because I am not old enough to vote.

15. The religious of family, religion, race change from race - race - little - of the democratic to our environment.

16. The public officials are lessened too much by - are interested too little in the opinion of the people.

17. We could stand more - less on expense.

18. We overemphasize the more value - not liberal value - about another value in the content of living country.

19. Political integrity should - people not be confused to the quality or vital, depth of leader.

20. Generally speaking, morality are a change to the values of this country and might be going - are a good testimony we equal to be prominent - not to let in mind that they don't really lead to significance.

21. To have every high level unit in the bottom issues concept of democratic principles be well as have of the democracy and republican parties must be start the people - might be conscious and no-conscious - not in a state of flux.

22. Our much liberal - can see is nobody's business - might to be public information.

23. A question of most to think life and business about personal change life thinking - not a strong motivation to legislate on moral question.

24. To talk from person about government is a good thing - it's our turn.

25. Communism might to be allowed - must not to be allowed to publish and distribute material in this country.

EI	27.	The government in this country allows too much - about enough - too little personal freedom.
CI,II FII,III JI	28.	Our government is truly democratic - is fairly democratic - is supposed to be democratic but in reality is not.
FII JII KII	29.	We ought to turn to our big business men for leadership in government - ought to wipe out the influence of big business men in government.
CI, IIIIIa, H JI, LIII	30.	Universal suffrage works well - has some grave faults but is, in general, a good thing - is an idle unworkable theory and ought to be given up.
CI, II FII, H JI	31.	Public schools are good training schools for democracy - have serious faults but train the pupils fairly well for democracy - are not good at all as training schools for democracy.
CI EI,II FII	32.	Democracy is supposed to mean conforming to the will of the majority on practically every kind of a question - is supposed to mean abiding by the will of the majority on many of the most important questions - is supposed to mean great individual freedom except on a very few governmental questions.
CI,IIIa EI,H LIII	33.	Every person with the right to vote should be forced to do so - every person with the right to vote always ought to if possible - every person with the right to vote should feel free to vote or not as he pleases.
AII KII	34.	There has been too much - about enough - too little done by the government for the unemployed.
CII,IIIa,b FIV	35.	Newspapers always - often - sometimes - seldom - never give their own opinion on a political question instead of giving the real facts.
CIIIc,D GII,JI	36.	Supreme Court judges are inclined to favor - be fair to - be hard on "big business".
AI,II BII,KII	37.	A government must take care of its poor people - the care of the poor is a matter for private charity, not government concern.
AII BII EI	38.	It is right - wrong for the government to permit large inheritances.
AII	39.	Private control of business is less efficient - more efficient than government control.
CIIIc KII,IV	40.	The United States could not afford to risk having a Catholic President - ought to have a Catholic President - would find that whether or not the President was a Catholic would make no difference in his efficiency and faithfulness as President.

[illegible]. [illegible] - [illegible] - [illegible] -

LI, III M	41.	I would give my loyalty to a war if the United States Congress should declare it tomorrow against any nation - I might not - I positively would not.
FI GI KIV	42.	I believe I am inclined in my conduct to have more respect for custom than for law - to have more respect for law than for custom.
KII	43.	Women congressmen are better - as good - worse than the average man in Congress.
AI, CII, IIIb H, KII, LIII	44.	I believe in the equality of men and women in business and politics - I believe that generally women should keep out of politics and business.
JI LII	45.	The United States is by far the best country - is the best but has serious faults - is a good country as countries go, but no better than some others - is a bad country as countries go.
CIIIb JI	46.	A political "boss" usually has the best interests of the common people at heart at least in his own judgment - usually is selfish and tries to make money from the common people.
GI H JII LIII	47.	If I were a voter and I knew of a man in politics who was grafting, I probably would expose him - I probably would keep my mouth shut but think it was bad - I probably would accept part of the graft in return for keeping still.
FII, III GI, II	48.	Every person convicted of crime ought to be treated according to the kind of a person the judge thinks he is - ought to be treated according to a single law, for he has forfeited all right to consideration.
D, FII JI	49.	All - most - some - little of the legislation in this country is for the good of the whole country.
AII BI LII	50.	European communities often pay taxes to support a city art museum. The idea is wise - is too extravagant - is outside the proper sphere of government activity.
BII	51.	All - most - some - few - no taxes ought to be planned so that the amount collected is in proportion to the person's ability to pay.
FII	52.	The great bulk of the legislation in this country is for the general welfare - is for the welfare of small groups or even of individuals.
GI, II	53.	Prisons ought to be run chiefly to show the inmates how to lead a better life - chiefly to punish the prisoners for their crimes against society.

[illegible]. A moral case of loyalty to a man or to the United States involves moral conflict in choosing between my nation - right or wrong - I believe in moral law.

[illegible]. I believe I am loyalty in my country to give moral support for nation than the law - to have more freedom for life than for nation.

[illegible]. Human conditions are worth - is good - worse than the energy and in congress.

[illegible]. I believe in the morality of the and union in business and politics - I believe that generally some should keep out of politics and morality.

[illegible]. The moral value is by far the best country - is the best out the national family - is a good morality, but no better than some about - is a good country as towards co.

[illegible]. I believe that morally the the best interest of the common people is most at least in his own judgment - morality is worth the fight to have honor from the common people.

[illegible]. If I have a vote and I know of a man is qualified who has morality, I probably would support him - I probably would keep my mouth shut but think it is his - I probably would support the qualities in return for keeping still.

[illegible]. Most person convicted of crime right to be treated equally to the law of a person the judge is like is - right to be treated according to a higher law, to be treated at right & consequently.

[illegible]. If - most - some - limits of the legislation in this country is for the good of the whole country.

[illegible]. Carrying something after you have to record a call not number. The idea is wrong - is not necessary - is satisfie the proper course of government morality.

[illegible]. All - most - some - I - no have right to a person or that the amount allowed is in proportion to the person's ability to pay.

[illegible]. The proper code of the legislation in this country is the general welfare - is for the relief of small group or over of individuals.

[illegible]. Prisons ought to be an duty to show the lawbreaker how to lead a useful life - should to punish the prisoners for their crime against society.

CII LIII	54.	When I am old enough to vote, I will be glad of the chance - I will look at voting as a bother and a nuisance, and won't do it if it interferes with other things that I want to do - I won't care one way or the other about the opportunity to vote.
CIIIc D	55.	We have too many - too few - about the right number of government officials to make government business efficient.
BIV	56.	It is necessary - unnecessary for our municipal governments to operate on borrowed money each year.
D	57.	I approve - disapprove of having "justices of the peace" who are not really legally trained and before whom people have to appear for certain minor offenses in rural localities.
CII H	58.	When I know that a person votes on every occasion that is open to him, my respect for him increases - decreases - isn't changed by the knowledge.
AIIIb D	59.	"Checks and balances" are a necessary feature of successful government - interfere so seriously with achievement that they ought to be discarded.
FIV H	60.	The people of this country insist upon knowing the truth about governmental affairs - do not seem to care particularly about learning the whole truth about government.
JI LII	61.	Lincoln said that this nation was "dedicated to the proposition that all men are created equal". If he were alive today, he would have a right to feel that we have achieved a satisfactory degree of political, legal and religious equality - that we have by no means a satisfactory degree of political, legal and religious equality.
N	62.	Cuba ought not to be controlled at all by the United States - the United States ought to make Cuba keep the peace for Cuba's own sake - the people of the United States need Cuban sugar so much that we ought to keep a fair amount of control of the country.
BIII,IV	63.	It is wrong - right for big banking houses to loan money to the government.
JI	64.	All - most - some - few - no "big business" men are unselfish in their relations with the government.
BIV	65.	The Gold Standard ought - ought not to be given up.
FII	66.	Most legislative enactments are too petty to be important - too broad to be effective - about right as to their importance.

[illegible]

[illegible]

[illegible]

CIIIb H	67.	If a citizen has a proper pride in his reputation he ought to stay out of political races - he can enter political races without losing that pride.
CIIIc	68.	In general, the salaries of city officials are high enough to attract experts to seek the jobs - are too low to attract competent men.
BI	69.	I believe the government is costing far too much - is costing about the right amount - is costing too little.
LIII	70.	I wouldn't run for a small office if I were an adult - I would run if I thought I were capable - I would run if my friends wanted me to.
CI, II H	71.	People in general can't ever become able to use the ballot very intelligently - people in general do use the ballot quite intelligently.
BII	72.	A protective tariff helps the manufacturer chiefly - helps the workingman chiefly - helps them both about equally.
FII	73.	All - most - some - few - none of the leaders in government deserve the confidence of the public.
CIIIc GII	74.	I have much - a fair amount of - little respect for the honesty of the average policeman in this country.
BIV	75.	Our rich men who buy government bonds and thus loan large sums of money to the government ought to be exempt from taxation on the income from those bonds - ought to be taxed on their total income no matter where it comes from, because the greater the income the greater the ability to pay taxes.
AII KI	76.	To say that a man is a Socialist is another way of saying that he is probably a bad and dangerous citizen - a good citizen - doesn't mean anything either particularly good or particularly bad.
D FIII	77.	Our courts are responsive enough - are not responsive enough to social needs and changes.
CIIIa,c	78.	In general, we manage to elect a pretty poor lot - a pretty good lot of government officials in local, state and national elections.
FII	79.	The leaders in our city governments need less watching than those in the Federal and state governments, for they are so close to us that we can more easily see what they do - need more watching for they are less efficient and less trustworthy.

67. [illegible] - [illegible] - [illegible] -

D	80. The truth is really bound to come out in most court cases - the truth can be frequently concealed by clever lawyers.	
AI EII GII	81. When the mounted police ride into a crowd of Communists who are listening to a speech, I feel that it is good enough for them - I feel that it is a pity and that it is unfair.	
BIII	82. It was not right - it was the best thing for the government to go into debt to the present extent.	
LI,II	83. America has never fought an unjust war - none of her wars have been justifiable - has fought some wars where the justice of the part she played was doubtful.	
N	84. The recognition of Soviet Russia by this country was a good thing - a bad thing - had an equal number of good and bad features - doesn't particularly interest me.	
AI CI	85. It is foolish - right to try to achieve a society where there shall be equal rights.	
CIIIc FII	86. All - most - some - few - none of the leaders in government need to be closely watched by the public.	
BII	87. A low tariff is better - worse for the country in general than a high tariff.	
D GII	88. Our courts, generally speaking, are inefficient and unfair - are efficient and fair.	
LI	89. I am glad that they have the "Salute to the Flag" in the schools of this country - I am sorry that they have the "Salute to the Flag" in the schools of this country - I don't care one way or the other about the "Salute to the Flag".	
AII CI EII	90. The majority should have the right to decide all - most - many - some - few - no questions about how people must live and behave.	

Below there are some statements with a blank space left in each. You are to write in each blank space one word which will make the statement read so that you can agree with it. Use one of the following words: "always","usually","often","sometimes","seldom","never". Be sure that the word which you choose to complete a statement makes that statement mos nearly TRUE in your belief. Also, if your opinion was formed as the result of something you have heard, learned, discussed or studied about IN SCHOOL, put a check mark (✓) in the right hand column after the statement about which your opinion was thus formed.

CIIIb, H LI, III	1. True patriots are _____ loyal to their political parties.	
KII	2. Protestants are _____ better candidates for political office than Catholics are.	
GII JI	3. In court, the poor are _____ punished severely.	
KII	4. Catholics _____ make better public officials than Protestants do.	
FI LII	5. We should _____ have an abiding faith in the Constitution of the United States.	
KII	6. I would _____ support a Protestant over a Catholic in an election.	
CI, H LII	7. The democratic form of government is _____ superior to the monarchical.	
GII JI	8. In court, the rich _____ get off easily.	
KII	9. I would _____ support a Catholic over a Protestant in an election.	
CIIIa,b JII	10. It is _____ fair and just for a person elected to office to give political consideration to those who have worked hard to elect him.	
FIII GI, II, H	11. Lynch law is _____ justified.	
KI	12. Socialists are _____ bums and tramps.	
KI, II	13. Democrats are _____ Catholics.	
KI, II	14. Protestants are _____ Republicans.	
CIIIa H, LIII	15. A large vote is _____ a good thing.	

[illegible]

On the next sheet there is a list of different race groups. Across the TOP of the sheet there are listed some governmental honors, duties or privileges. (Look at the sheet now, for a moment, to make sure you understand.) You are to decide which of this list of honors or rights you would gladly grant to members of each of the race groups. AFTER EACH RACE GROUP, PUT A CROSS (X) IN THE BOX BELOW EACH PRIVILEGE OR HONOR (NAMED ACROSS THE TOP OF THE SHEET) TO WHICH YOU WOULD ADMIT MEMBERS OF THAT RACE. If you would be unwilling to admit certain races to a particular position named, do NOT put a mark in the box after that race and below that position.

For example, if you would be willing to have a German be Mayor of your city, put a cross in the box opposite the word "German", and below the word "Mayor". If you would be UNWILLING to have a German be Governor of your state, do NOT put any mark in the box opposite the word "German", and below the phrase "Governor of state".

1.

AI, GI, II, IIIa
EI, II, H
KI, II, III, IV

	1. President of U. S.	2. Member of U. S. Congress	3. Governor of state	4. Member of state legislature	5. Mayor	6. Member of city council	7. Selectman (town)	8. Policeman	9. Citizenship	10. Right to live in this country without the right to vote.
Japanese										
Italian										
Pole										
Spaniard										
Negro										
Chinese										
Mexican										
Greek										
Irish										
Jew										
Swede										
Frenchman										
Turk										
German										
Armenian										
American Indian										
English										
Scotch										
All natives of the U. S.										
People with foreign parents										
People of American ancestry										
People whose ancestors came over in the Mayflower										

(This test is a modification of Bogardus' "Scale of Social Distance", described in the bibliography of this study, Item #52.)

AI,II
BI,II
EI

2. Below are listed some aims of taxation each one of which is believed to be right and proper by a number of people. You are to put a cross (X) on the little blank line before each one that YOU believe to be a right and proper aim of taxation. If there are some that you do NOT believe we should spend tax money for, do NOT put a cross before those particular ones.

___ To pay the cost of government

___ To equalize wealth

___ To protect the American laborer

___ To educate adult citizens and aliens

___ To maintain a large military and naval force

___ To insure against old age and unemployment

___ To enforce state prohibition laws

___ To buy and operate all natural resources

___ To protect American industry

___ To take from the rich to give to the needy

___ To pay for the beautification of city, town and state

___ To provide public libraries

___ To protect the farmer against heavy loss

___ To provide the means of protecting life and property

___ To educate the youth

___ To help cover the cost of the postal service

___ To make harmful goods like drugs cost so much that people will not buy them

If you think that your opinion about this question concerning the right and proper aims of taxation was formed as the result of something you heard, learned or studied IN SCHOOL, put a check mark (✓) on this little line. ___

[illegible]

[illegible]

[illegible]

KIII, IV 3. Below is a list of words and phrases. You are to cross out by drawing a line through (~~like this~~) the ones that bring to you a meaning that is really unpleasant or repulsive. Draw a line AROUND (like this) the ones that are really agreeable to you; - that is, the ones that bring to you a meaning that is really pleasant. If a word or phrase arouses NO real feeling in you, DO NOT MARK it in any way at all.

M	1. Citizens' Training Camps	CIIIb FIII, JII	13. "spoils system"
CIIIb	2. politician	BI LIII	14. assessor
CIIIb, KI	3. Democrat	D, JII	15. junketing
FI, KI	4. Communist	M, N	16. League of Nations
CIIIc	5. insurgent	M, N	17. armament
CIIIb, KI	6. Republican	EI, FI KI	18. liberalism
CII, IIIb H, LIII	7. party	AI, II EI	19. government regulation
CIIIc, FII GI, II	8. judge	FII	20. republicanism
AII BI, II	9. income tax	AI, CI, II FI, H	21. representation
D, JII	10. lobbying	CIIIc, FII	22. bureaucracy
D, JII	11. filibustering	CIIIc, D	23. "white collar" man
AII EI, GII	12. confiscation	CIIIc, FII	24. Senator
		CIIIc, D	25. Congress

(This test is a modification of the Watson "Test of Public Opinion", by Goodwin B. Watson, Bureau of Publications, Teachers College, Columbia University, N. Y. C., 1927.)

3. (Cont.) Do the same thing with the words and phrases on this sheet. Remember, if a word is unpleasant to you in its meaning, cross it out. If a word is really pleasant to you in its meaning, draw a line AROUND it. If it has no power to arouse any real feeling in you of any kind, leave it alone.

GI, II JII, KII	26.	striker	CII D	39.	referendum
GI, II M	27.	militia	JII KII	40.	"captain of industry"
AII	28.	laissez-faire	KII	41.	Catholics
FI	29.	status quo	CII	42.	initiative
EI, FII, GII	30.	censorship	M, N	43.	The Kaiser
M	31.	pacifist	KII	44.	aliens
LI	32.	Memorial Day	FI, KI, N	45.	Ramsey MacDonald
KII	33.	Protestants	FI, KI, II	46.	Alfred E. Smith
CII EII	34.	electorate	FI, KI, N	47.	Hitler
KI	35.	"reds"	AII, CIIIc, EI	48.	General Hugh Johnson
BI	36.	Cost of education	CIIIc, FII, LI	49.	Franklin D. Roosevelt
KII	37.	Jews	FI, KI	50.	Karl Marx
KI	38.	free speech			

4. Below are listed some tasks that are open to adult citizens as part of the work of self-government. Put a cross (X) on the little line before the ones that you feel that you would really be willing to do, if you were an adult, and if you thought you were capable. Do NOT be guided by what you think you OUGHT to do, but tell the truth about what you would probably be WILLING to do.

___ Be Governor of this state, if your party wanted you to be a candidate.

___ Run for a seat in the United States House of Representatives if urged by a number of citizens who think you are fitted for it.

___ Be a member of the city council, if you live in a city, or be a selectman, if you live in a town.

___ Take subscriptions from house to house for some community enterprise.

___ Study public questions after working all day in order to know how to vote intelligently.

6. Many are listed above that are open to small citizens as part of the war or self-sufficiency. Fill a drum (4) on the little lake between the dams that you feel what you could profit by stocking to do. If you have an small, use it you budget you more capable. Do not be guided by what you think you ought to do, but ask the to do about what you rather prefer to attempt to do.

____ Go governor of this group. If your parts wanted you to be a politician.

____ Run for a seat in the United States Senate. Be Representative in Congress by a group of citizens conditions you are interested in.

____ Be a member of the state legislature, in one case in a city, or in a delegation, if you live in a town.

____ Take responsibility for your group in helping for the community activity.

____ Study public questions after reading all day in order to know how to vote intelligently.

A I, II, III a
E

5. Below is a list of activities. You are to put a cross (X) on the little line before the ones that you think ought to be controlled by the Federal government and not be left to smaller units of government to take care of. Cross out by drawing a line THROUGH the ones that you do NOT think ought to be controlled by government at all.

___ Control of education

___ Control of corporations

___ Prohibition of liquor

___ Power production

___ Conditions of labor

___ Housing standards

___ Control of banks

___ Public welfare and poor relief

___ Farm production and prices

___ Wage schedules

___ Public health precautions

___ Control of retail selling and prices

If you have dealt with the above topics in school, considering whether or not they should be controlled by government, put a check mark (✓) on this line. ___

below is a list of activities. You are to put a check (✓) in the blank after those activities that you think are other people's responsibility or are partly or wholly their responsibility and not just to leave to another. Some of activities in this list are ones that you do yourself but we do consider to be responsibilities of everyone, not just to do it all.

___ Taking out garbage

___ Making up correspondence

___ Constructing or fixing

___ Home repairing

___ Cleaning of house

___ Dusting furniture

___ Cooking of meals

___ Washing dishes and floor cleaning

___ Care activities and sports

___ Home entertaining

___ Public health programmes

___ Looking at travel catalogs and giving

If you have lived with the same people for a number of years, consideration should be not what should be done, but what is actually done, and it does not matter if we do this alone.

LI

6. Put the number "1" on the little blank line before the name of the person in the list below whom you admire most. Put a "2" before the name of the person whom you admire next, and so on, numbering the names in the order of your admiration. If you do not know enough about a person to have any feeling about that person, do not number that name. If you feel the SAME degree of admiration for two or more people on the list, give them the same number. After you have numbered the names of those you admire, CROSS OUT the names of any people on the list whom you DISLIKE rather than admire.

AI a. ___ Dorothea Dix

M b. ___ Woodrow Wilson

M c. ___ General Grant

d. ___ Florence Nightingale

M e. ___ General Pershing

Do the same things with the names below.

EI, KI f. ___ Norman Thomas

EI, KI g. ___ Lenin

EI KII, III h. ___ Herbert Hoover

KII, III i. ___ Al Smith

KI N j. ___ Ramsay MacDonald

[illegible] [illegible] [illegible] [

CHAPTER VIII

THE STEPS PROPOSED TO FOLLOW THE STUDY

The inventory

This is the first and major use to be made of the test material of this study. It is proposed to administer this test material in approximately its present form to high school seniors in the latter part of that school year in as many schools as are necessary to furnish data for significant correlations.

The test material is very lengthy. For that fact the writer feels that no justification is necessary beyond the observation that the scope of the average citizen's governmental and political obligations and privileges is also extremely large, and the further observation that the length of the test material was determined by a list of problems the essentiality of all of which has been heretofore discussed. The writer does extend his sympathy to any intrepid reader who may venture to make his way through this study, and his deepest sympathy and appreciation to those who have assisted and guided him in his work and upon whom the length of this study has imposed a great burden.

The length of the test material will probably make necessary its tentative administration not as a whole but in sections. It is hardly to be hoped that many if any of

those who are responsible for the guardianship of school time will feel that they can properly allow the pupils to enter upon a task of such size as the submission to this entire body of test material.

It is the writer's plan, first, if and when the material shall be thus administered in sections, to administer to every pupil the section on PERSONAL DATA to permit extensive correlations. Second, it is the writer's plan to administer the X forms of both the factual and the attitudes tests as one test group, and to administer the Y forms of both tests as a second test group. The same pupil would not take both the X and Y forms. The working skills and vocabulary tests could be administered as another test group to all the testees who take either the X or the Y tests, either after or prior to the administration to them of the X and Y forms. It is the writer's plan to strike out of the tests just prior to their administration all test items which at that time are no longer vital. This is most likely to be the case with those test items denoted in this study as "current". Up-to-date items will then be substituted for the ones eliminated.

This administration of the tests will furnish the basis for the two next steps proposed below. It is believed by the writer that the average length of school life of the American public school pupil is through the twelfth grade.

At least, whatever desirable changes we hope to bring about in school pupils through planned school activity must be brought about in that length of time, lest they escape us before the task be done. Our high schools, with their high degree of differentiation of courses, surely are striving, however effectively, to meet the educational needs of all the children of all the people, or at least to provide for every boy and girl some school program that he or she can undertake with some promise of success. Our efforts, then, have been in the direction of making senior high school graduation the normal termination of the average school career. Further, if it is not too early to venture a prediction as to the ultimate effect on the range of education of the present national crisis, there probably will be, as there has already been, a general increase in the average length of school life, because of the necessary restrictions on industrial and commercial employment.

The American public school has been set up by American society for no greater purpose nor to meet any greater need than that of preparation for increasingly efficient participation in that same society; in other words, the telic purpose. One may believe in the doctrine of interest or the doctrine of effort. One may insist upon education in terms of immediate interests or in terms of adult needs. But, whatever one's educational philosophy may be, the

mandate is clear, - to prepare, guided by whatever philosophy seems most tenable, for better living in the kind of a social order that society, en masse, deems desirable. It is for that that society pays the bill. The assumption, then, is that by the time the average pupil shall have completed the twelfth grade of the public school, this agent of society, the public school, should have seen to it that that pupil is in possession of as many as possible of the right informations, understandings, skills and attitudinized habits essential to the best conceivable social living.

The first proposed use of this test material, then, is to administer it to discover trends and tendencies in school outcomes, to discover excesses and deficiencies in civic equipment, in short, to discover what is being overtaught and what is not being taught that should be taught.

Standardization

The second purpose served by the administration of this test material is that of forwarding the standardization of the material. It is hoped that the tests, through rewording, eliminating, adding, rearrangement and so on, may evolve into a set of valid standard testing instruments by means of which it will be possible to compare the civic equipment of the public school graduate with the equipment of the optimum citizen as represented by the content of the tests.

This proposed administration would, first of all, make possible the establishment of tentative norms. Secondly, it would enable the test maker to judge as to the reliability of the instrument, and the validity of the individual test items, through correlating the pupil responses to one item with the pupil responses to another item having related content, thus discovering inconsistencies and faults in the test material. The administration would also, doubtless, lead to the discovery and elimination of faults in the administrative regulations, thus making the test material more economical of time and energy both on the part of the tester and the testee. The establishment of the tentative norms would also make possible the devising of a proper key and scoring system.

It is proposed, further, to retain the cross-index of test items and objectives in the standardized tests. This is the feature which makes the material diagnostic and, it is hoped, will allow the individual teacher not only to discover the sum total of the teaching outcomes, but also to discover where the work needs strengthening or less stress.

Preview and review testing

It is finally proposed that, when this material shall have been standardized and have become ready for publication, as is the writer's present purpose, there shall be

published a teacher's handbook including the revised list of test questions, probably with some additions, the items appearing in new groupings, each group related to one of the objectives. This grouping is made possible by the cross-index device. Each of these test item groups should serve the teacher for purposes of preview and review testing of teaching units.

The writer notes with satisfaction the growth in content subject teaching, and more especially in social science teaching, of the use of the technique ascribed to Dr. Morrison of the University of Chicago, and sometimes called the "mastery" technique or the technique based on the "mastery formula". The steps of this technique are, broadly speaking, pre-test, teach, test, diagnose, re-teach, re-test, and so on to the point of mastery.[1] The present writer's final proposed step, outlined above, would provide the teacher who employs this technique with an abundance of test material organized in terms of teaching objectives or units. The teacher, employing it for pre-test purposes, could discover the individual pupil variances in past experience, and as a result, would be better able to plan

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[1] "The Practice of Teaching in the Secondary School" - H. C. Morrison, University of Chicago Press, 1926, pp. 79 - 80, 232 - 316. (Revised edition, 1931.)

teaching in terms of discovered individual and group needs, rather than in terms of needs that are assumed to exist.

The writer realizes that the objectives of this test material do not correlate very closely in order, certainly, nor in content, probably, with the teaching units of the extant school texts which treat government and politics. The writer further appreciates the fact that for this reason the test material of this study could not well be employed in classes that adhere closely to a basic text. However, that fact points, in the writer's belief, to a further truth. The fact that the objectives of this material do not correlate with the textbooks does not indicate in the least that these objectives are of little usefulness. It indicates, rather, that the teacher should abandon the practice of adhering closely to a basic text, in favor of the practice of more extensive class reference reading on these units, at least until such time as there shall appear texts the teaching units of which do correlate closely with these objectives.

It is the writer's belief that he would have destroyed the chief virtue of his tests and objectives if he had made them agree with any single orthodox textbook or with any group of such books. One effect of this study would then have been to perpetuate whatever misteachings or wrong emphases already exist. It should not so readily be said

that the objectives of this test material lack validation as that the average text lacks validation. When more texts are constructed in the light of a study like that of Dr. Hockett[1], when they deal much more heavily with the vital issues of government and politics as recognized by the experts, who are not to be found, probably, in greatest number in school rooms, but, rather, found devoting their entire attention to the study and description of the contemporary scene, and when texts deal much less in detail with innocuous and rather anemic factual data on government and politics, then these texts will be found to correlate more closely with the objectives of this study.

The need for revision

It is further appreciated by the writer that validation in these days is a short lived quality. There constantly appear new problems in government and politics; those that are here today are disposed of tomorrow. It is doubtless true that any standardized instrument of the sort that it is planned to evolve from this study will need constant revision. It is true that the proposed cross-indexed organization of brief tests on specific objectives will also need to be revised constantly. In fact, during the course of the present study, Prohibition, a very real problem of a

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[1] John A. Hockett, op. cit.

definite sort at one time, has now become a very different creature to be dealt with in a very different way. It is plain to see that the problem of Prohibition had far reaching implications with regard to the test material of this present study. Specific test items were planned built around the topic of Prohibition and intended to measure in part the informations and attitudes concerning law observance, the purposes of government, party platforms, the character of legislation, governmental authority as opposed to human liberty, and other objectives. Such test items have had to be stricken from the study. By no means the least important of the test items are those recognized and indicated as of a current nature, and with regard to which the right answer will certainly change from year to year.

The writer hopes and expects to devote considerable attention to the revision of this material to keep it up-to-date. The least that the writer hopes is that the arrangement and the content of the test items and objectives will prove suggestive to teachers; that teachers can take this material as a pattern and guide in the outlining of the teaching objectives for their own social science classes, as well as in the construction of informal objective tests to assist them to greater efficiency in their work of aiding public school pupils to the acquisition of the understanding, information, skills and attitudes desirable and essential to

an effective ability to deal, as citizens, with the contemporary problems of government and politics.

CHAPTER IX

THE SUMMARY

The writer has undertaken, in this study, the problem of constructing a measuring instrument for the purpose of inventorying the equipment possessed by the average graduate of the typical American public school system which bears upon his efficiency as a participant in American government and politics.

The writer has constructed a series of objective exercises, built around a list of vital problems and issues as determined by a group of competent authorities. The tests are so constructed as to permit diagnostic study of the school outcomes, they pretend to measure the pupils' working skills, vocabularies, informations, understandings and attitudes, they pretend to be a basis for the development of valid standard instruments, and they further pretend to be a basis for non-standardized test exercises to assist teaching from day to day.

The writer confesses to the bulk of the completed tests, admits the limits of their validity, admits to the originality of much of the material with himself, and hence the probable existence of many defects, and finally admits that the material must await administration to prove its value to any degree.

BIBLIOGRAPHY

The items of this bibliography are listed in groups, roughly in terms of their general character, and in each group roughly in order of their significance for the purposes of this study. It appears impossible for the writer to arrange a classification which will be mutually exclusive and yet have to do with the nature of the material listed under the several heads. For that reason, the writer has stated at the end of the paragraphs which describe a number of the items their possible classification under other groups in the bibliography.

The writer has included a brief statement as to the features of each item which seem most significant to him, with the exception of those items which have been described rather fully elsewhere in the body of the study. Such items carry after them in the bibliography a reference to the section of the thesis in which they may be found.

At the end of the list of references read by the writer in the pursuit of this study will be found a supplementary list of further references noted in the bibliographies of various studies read by this writer. They are here listed because of their relevancy in some degree to the field of government and politics, objective measurement, the nature of attitudes or the character of present

school practices in training for citizenship. It is hoped that they will serve the student who is in search of such material for purposes of his own.

Group A Concerning the Present Status of Democracy, the Contemporary or Recurrent Problems of Democracy, and the Qualities of the Democratic Citizen. The "Shortages" in Society, and Hence the Educational Objectives for Training in Efficient Citizenship.

1. "A Grammar of Politics" - Harold J. Laski, Yale University Press, 2nd Edition, 1931.
An extensive and practical discussion of the functions and efficiency of the component factors of present day government. The author takes the forward look and presents a detailed program of basic reform. The attitude of the author is not "red".

2. "Modern Democracies" - James Viscount Bryce, The MacMillan Co., N. Y. C., 1921, Vols. I and II.
A very scholarly and lengthy discussion of the nature of democracy and of present day democratic practices.

3. "A Preface to Politics" - Walter Lippmann, Mitchell Kennerly, 1913.
A pungent, readable discussion of the present practices in American democracy and of the practicability of the American system of government.

4. "The Phantom Public" - Walter Lippmann, The MacMillan Co., N. Y. C., 1927.
A very readable discussion in the essay style of the character of public opinion and of the behaviors of the typical American citizen in his social participation.

5. "Public Opinion and Popular Government" - A. Lawrence Lowell, Longmans Green and Co., N. Y. C., 1913.
A series of lectures by the then president of Harvard University. The author draws many comparisons between the practices and results of direct legislation in Switzerland and the United States. Very evidently written by a scholar, but somewhat limited in the scope of its treatment of government.

6. "The Promise of American Life" - Herbert Croly, The MacMillan Co., N. Y. C., 1910.
An old copyright, but a volume that can still offer much to the student of government and politics. It is a discussion of specific problems in democracy and the date of its publication does not seem to have made the material by any means completely out-of-date.

7. "The New Democracy" - Walter E. Weyl, The MacMillan Co., N. Y. C., 1912.
Another old copyright but again a book which seems to anticipate present day problems. It is a very practical and courageous discussion of the nature and efficiency of the democratic experiment in the United States.

(Note: Items 5, 6 and 7 in this bibliography are included primarily because they are titles that Hockett analyzed in formulating his list of social problems. See Item 8 of this bibliography for a report of Hockett's study.)

8. "A Determination of the Major Social Problems of American Life" - John A. Hockett, Bureau of Publications, Teachers College, Columbia University, N. Y. C., 1927.
This graduate study was used as the chief basis for determination of the objectives of the present writer's study. Hockett through a questionnaire directed to outstanding specialists in the several social subjects drew up a list of books written by "frontier thinkers". He next analyzed them in detail, listed every problem of contemporary social life that the authors recognized to be such, grouped them under headings of his own, and thus set up a body of material which can be used as a basis for curriculum building in the social sciences. For further description of this study, see Chapter III, Group C, Item XII. Hockett's study would also classify properly under Group B of this bibliography.

9. "Objectives and Procedures in Civic Education" - Charles Clinton Peters, Longmans Green and Co., N. Y. C., 1930.
For a description of this important study, see Chapter III, Group C, Item XI of this present study. Could also classify under Group B of this bibliography.

10. "Generalizations Basic to the Social Studies Curriculum" - Neal Billings, Warwick and York, Baltimore, Md., 1929.
For a description of this study, see Chapter III, Group C, Item X of the present study.

11. "Political Intelligence, Then and Now" - Walton Shephard Hall, Master's Thesis, Graduate School, Boston University, 1931.
Hall studied the political behaviors in a typical New England community at two different periods of time, separated by thirty years. He used town reports, old newspaper files and the interview method to establish his findings. His conclusions were that political intelligence in that community is not decreasing and may even be increasing.

12. "Freedom, Civil and Religious" - Review and Herald Publishing Association, 1920.
A rather general and highly emotionalized discussion of the extent of freedom granted to press, pulpit, forum and school. Suggestive in a limited way of specific test items for the present study.

13. "The Place of Prejudice in Modern Civilization" - Sir Arthur Keith, The John Day Co., 1931.
"they (prejudices) --- turn favored opinions into facts. We have a national preference for what belongs to ourselves."
This monograph is a helpful discussion throwing light on the nature of prejudice, and its prevalence in modern society. Classifies under Group D also.

Group B Readings Concerning the Present Status of Education in Training for Participation in Government and Politics. Curricula, Methods and Outcomes.

14. "Curriculum Studies in the Social Sciences and Citizenship" - Earle U. Rugg, Colorado State Teachers College, 1928, Colorado Teachers College Education Series, No. 3

"This monograph is an attempt to use the semi-scientific studies of pioneer students and research workers in the field of social sciences and citizenship education as criteria in evaluating the present program of materials in these subjects in the secondary school."(Foreword - p.iii.)

The author brings data to bear to prove that present social science curricula are almost exclusively textbook courses. He then critically compares four methods of objective determination of important problems. "It is the writer's conviction that the judgment of "frontier thinkers" - specialists in the study of society - must be chiefly relied upon for statements of America's most insistent, crucial and permanent problems." (p. 29)

The remainder of the study is given over to the comparison of previous studies to determine "socially valuable" facts, analyses of "citizenship activities and traits", and extant social science teaching and curricular practices. The many tables furnish much correlative data supporting various bases for study validation, his conclusions are a very pungent critique of present day training for citizenship, and the bibliography is invaluable to the social science research worker.

15. "Attitudes of High School Pupils Toward Government" - Lorrain A. Cook, Master's Dissertation, University of Chicago, Department of Education, 1932.

This study is scholarly and clear and represents thorough research. The author administered an objective test of attitudes to 685 pupils and 54 high school teachers, and tabulated the results on the bases of school class, I. Q., age, church adherence and nationality. His findings imply that more can be done in public school to train toward better citizenship. Could classify under Group H of this bibliography.

16. "A Comparison of Textbooks in Problems of American Democracy" - Ruth Boarman, Master's Thesis, University of Oklahoma, 1931.

A comparison of the contents of six representative texts recently published. Shows the relative emphasis given to Civics, Economics and Sociology by each text and to each major problem under each of these headings. Offers plans of organization for a course in "Problems in American Democracy." Could also classify under Group G.

17. "The Contents of Civics Texts Used in the High Schools" - Benjamin S. Remland, Master's Thesis, School of Education, New York University, 1928.

The author took from the "Historical Outlook" for November, 1926, a list of all the available high school textbooks in civics as a basis for his study. He procured as many of the texts as possible and analyzed them comparatively from many angles. His findings are to the effect that there is no appreciable agreement among the writers of textbooks as to what should be discussed, and, further, that in his opinion many vital problems are omitted in favor of less essential material. Could classify under Group G.

18. "The Practice of Teaching in the Secondary Schools" - H. C. Morrison, University of Chicago Press, 1926, revised edition 1931.

The writer is a noted contributor to educational progress and this book is a noteworthy contribution to the field of educational method. The outline and description of the steps in the "mastery" technique has affected teaching methods in the social sciences to a very considerable degree.

19. "Civic Attitudes in American School Textbooks" - Bessie Louise Pierce, University of Chicago Press, 1930.

Suggestive of fields where miseducation of attitudes may well be suspected and consequently where measurement should be attempted. Throws light on the nature of attitudes. Classifies under Group D, also.

20. "How to Make a Curriculum" - Franklin Bobbitt, Houghton Mifflin Co., Boston, Mass., 1924.

A helpful reference in a limited way, as far as the purposes of this present study are concerned. Discusses criteria for the selection of objectives.

21. "Training for Citizenship in the North Central Association Secondary Schools" - School Review, April, 1920.
Suggestive as to the specific traits to be considered desirable qualities in the optimum citizen.

22. "Training for Character and Citizenship" - Bulletin #3, Department of Public Instruction, Lansing, Michigan.
A 107 page suggestive outline of teaching procedures for the first eight grades. The bulletin makes no statement as to the basis for selection of the material.

23. "Labor and Education" - American Federation of Labor Report of the Committee on Education, 1923.
A report on the status of the social studies in the public schools, from the standpoint of organized labor. Finds no proper consideration given by textbooks to Labor of the "Labor Movement".

24. "Education for All" - American Federation of Labor Bulletin, 1929 edition.
A discussion of the character of school texts taking the stand that they are based on false economics, that they minimize the importance of industrial development and influence. Further, a discussion of training for citizenship taking the viewpoint that "the privileges and obligations of intelligent citizenship must be taught more vigorously and effectively than has been done in the traditional civics." (pp. 10 - 11)

Group C Concerning Practices and Procedures in Measurement and Test Construction

25. "How to Measure" - Guy M. Wilson and Kremer J. Hoke, The MacMillan Co., N. Y. C., 1928.
A rather elementary presentation of tests and test uses in connection with the usual subjects of the public school curriculum. Part IV, pp. 515 - 550, is a helpful discussion of test criteria, new-type informal testing, and statistical procedure.

26. "Standard Tests" - Charles Russell, Ginn and Co., 1930.
A broad and scholarly discussion of test types, construction and administration, scoring, functions, etc. Chapters V and VI, pp. 93 - 137, deal with test

construction and administration. Helpful in suggesting forms, techniques and criteria for the present study.

27. "Tests and Measurements for Teachers" - Ernest W. Tiegs, Houghton Mifflin Co., Boston, Mass., 1931.
Chapters XIV and XV deal with the construction and administration of informal objective tests. A good general outline of procedures and techniques in objective test making. Treats the subject of statistical procedure well.

28. "Statistical Methods Applied to Education" - H. O. Rugg, Houghton Mifflin Co., Boston, Mass., 1917.
A clear explanation of the processes in computation and treatment of statistical data most necessary to the scientific interpretation of educational findings of many kinds.

Group D Concerning the Nature of Attitudes

29. "The Present Status of Attitudes Testing" - Norman Hunt, an unpublished study done at the School of Education, Boston University, Boston, Mass.
This study deserves publication. It has a bibliography of references on attitudes measurement. It furnished the present writer with a symposium of opinion as to the nature of attitudes. It further quotes test items from a number of fairly recent studies to show the technique employed by the test maker in each instance.

30. "The Measurement of Attitude" - Thurstone and Chave, University of Chicago Press, 1929.
This monograph is a report of a testing experiment and problem of test construction. The authors faced the task of building a scale to measure the nature and extremity of opinion concerning "The Church". They describe fully the device for weighting the scale items. It is suggestive of much that might be attempted in the social science field. In fact, Thurstone has employed the basic technique of test construction here outlined in connection with a number of subjects in the field of government and politics. (See Group E, Item 43 of this bibliography.)

31. "Race Attitudes in Children" - Bruno Lasker, Henry Holt and Co., 1929.
Inquires deeply into the history of the testee and correlates factors from that history with specific attitudes. Points out the lack of assured validity in measurement procedures in the testing of attitudes. Presents a sane point of view as to the reliability and significance of attitudes tests.

32. "Students' Attitudes" - Katz and Allport, Craftsman Press, Syracuse, N. Y., 1931.
A report of a very broad program of attitudes testing in Syracuse University on a very wide range of topics. There is very little that definitely relates to government and politics, but the entire book is extremely suggestive in its discussion of procedures, aims and validity of attitudes testing. Allport's reputation adds to its value. An extensive bibliography on attitudes testing accompanies the book. It could classify under Group H of this bibliography.

33. "Race Attitudes of Iowa Children" - Ralph D. Minard, University of Iowa, Iowa City, Iowa, Studies in Character, Vol. IV, #2, 1931.
A study of 1352 pupils of grades 7 through 12 with regard to their attitudes toward people of other races. The list of test questions that is included is very helpful in suggesting forms and techniques for objective test construction. Throws some light on the nature of attitudes. Classifies under Group H, also.

Group E Concerning Objective Tests, Standard and Informal, in Government and Politics or With Content Related to that Field

34. "Specimen Objective Examinations" - Ruch and Rice, Scott Foresman and Co., 1930.
A collection of 36 new-type tests, covering the fields of social science, English, natural sciences, mathematics, foreign language, commercial subjects, home arts and manual arts. These 36 tests were adjudged the best of 375 such tests submitted in a national contest sponsored by the authors. Chapter I

describes the criteria for judgment of the tests submitted and Chapter II is a brief yet helpful statistical summary of the "trends in objective examination practice." This book contains the Social Science test by Effie Riley of the East High School, Rochester, N. Y. This test was tied for the Grand Prize in the contest and is a rare illustration of clever test building. One of the judges in this division of the contest was John Hockett whose study has already been stated in this bibliography to have been used as a basis for the present writer's study. (See Item 8 of this bibliography.) Classifies under Group F, also.

35. "A Test in Civic Information" - Howard C. Hill, Public School Publishing Co., Bloomington, Ill.
This test is described in Chapter III, Group A, Item I of this study.

36. "A Test in Civic Attitudes" - Howard C. Hill, Public School Publishing Co., Bloomington, Ill.
This test is described in Chapter III, Group A, Item I of this study.

37. "A Test of Civic Action" - Hill and Wilson, Public School Publishing Co., Bloomington, Ill.
This test is described in Chapter III, Group A, Item I of this study.

38. "American Council Civics and Government Test" - Leigh, McGoldrick, Odegard and Wood, World Book Co., Yonkers-on-Hudson, N. Y., 1929.
Described in Chapter III, Group A, Item II of this study.

39. "American Civics and Government Test for High Schools and Colleges" - Magruder, Chambers and Clinton, Public School Publishing Co., Bloomington, Ill.
Described in Chapter III, Group A, Item III of this study.

40. "A Test of American Civics and Government" - John C. Almack, C. A. Gregory Co., Cincinnati, Ohio.
Described in Chapter III, Group A, Item IV of this study.

41. "Social - Science - Civics Test" - W. H. Burton, C. A. Gregory Co., Cincinnati, Ohio.
Described in Chapter III, Group A, Item V of this study.

42. "Brown - Woody Civics Test" - Arnold W. Brown and Clifford Woody, World Book Co., Yonkers-on-Hudson, N. Y.
Described in Chapter III, Group A, Item VI of this study.

43. "The Measurement of Social Attitudes" - L. L. Thurstone, University of Chicago Press, Chicago, Ill.
Described in Chapter III, Group A, Item VII of this study.

44. "Background in Social Studies" - Tyler Kepner, "The Harvard Tests", Ginn and Co., 1927.
This test, published in two forms, is an objective measure of the historical and literary equipment which the pupil brings to high school which would assist him to greater efficiency in the social studies.

45. "The Odell Scales" - Charles W. Odell, University of Illinois, Urbana, Illinois, 1927.
This is a device to bring about greater objectivity in the marking by teachers of essay type tests in civics. An interesting experiment, but hardly to be considered an objective instrument even though it is a step in that direction.

46. "The Composition of Political Attitudes" - G. W. Allport, American Journal of Sociology, Vol. 35, pp. 220 - 238, 1929.
This article is described in Chapter III, Group B, Item VIII of this study.

Group F Objective Tests, Standard or Informal, Not in the Field of Government and Politics, but Suggestive as to Organization or Device

47. "A Survey of Public Opinion on Some Religious and Economic Issues" - Goodwin B. Watson, Bureau of Publications, Teachers College, Columbia University, N. Y. C., 1927.
A series of varied objective test item groups, each a different device for objectively measuring degree of opinion. Has norms for occupational and educational levels. Scores are used to classify the testees

according to the nature of their philosophy in specific fields; e. g., economic radicals, religious fundamentalists, capitalists, Protestants prejudicial toward Catholics, etc. The test's validity does not yet seem to be, in the opinion of the present writer, an established fact, but the test is a very ingenious organization of very ingenious attitudes measurement devices.

48. "A Social Study" - Manly H. Harper, Bureau of Publications, Teachers College, Columbia University, N. Y. C., 1927.
An instrument to measure the degree of the testee's conservatism - liberalism - radicalism on a selected list of social problems. There are claims made as to high validity and reliability. The techniques and procedure are clever and helpful in suggestion to a test maker.

49. "Test of International Attitudes" - Neumann, Kulp and Davidson, Bureau of Publications, Teachers College, Columbia University, N. Y. C., 1931.
An instrument to measure " international and interracial attitudes", their nature and strength, the results to be interpreted as either conservatism or liberalism. There are norms built on 637 cases. "r" is .87 to .94 by the Spearman-Brown formula on the split-test method of computing reliability. Questions are generalized propositions rather than specific. The testee is called upon to tell what he thinks and what he thinks he thinks, and feels. Helpful in suggestion to the test maker.

50. "Opinions on Race Relations" - Association Press, General Board, Y. M. C. A.
A very limited instrument in a single test item form, and presenting only 35 test items in all. A few items relate to government and politics. No extensive claims are made for this test by the publisher.

51. "A Measure of the Social Opinions of Students" - L. D. Zeleny, Journal of Applied Psychology, Vol. 11, p. 56, 1926.
A report of an instrument in the true-false form for measuring the student's belief as to general and specific propositions in the whole social field. Many of the items have to do with government and politics.

52. "Measuring Social Distance" - E. S. Bogardus, Journal of Applied Psychology, Vol. 9, p. 299, 1925.
Explanation of a scale upon which the testee indicates the social relationships to which he would admit certain race groups. A modification of this idea was used by the present writer in his attitudes tests. (See test items Xa4 - 1 and Ya4 - 1.)

53. "A Comparative Study of the Conservative and the Radical Attitudes of College Juniors and Seniors" - Errol T. Elliot, Thesis for A. B. degree, University of Colorado, 1930.
This study illustrates a rather novel technique for the measurement of degree of belief. Propositions that oppose each other are paired and the testee is asked to indicate whether he stands at either extreme, in the middle neutral position, or somewhere between an extreme and the neutral position.

54. "A Study in Civic Training" - C. A. Coe, Pedagogical Seminar, Vol. 29, p. 205, 1922.
Describes and classifies the results of an "associations" test in the field of civics. Certain stimulus words were provided and the responses analyzed. Such a test can hardly serve with facility any purpose in a class situation, and it can hardly be claimed to be objective.

55. "Testing the Social Attitudes of Children in the Government Schools of Russia" - Jerome Davis, American Journal of Sociology, Vol. 32, p. 947, 1927.
The article describes an instrument which lists 45 occupations and asks the child to mark them in the order of his or her preference.

56. "Test of Radical and Conservative Temperament" - H. T. Moore, Journal of Abnormal and Social Psychology, Vol. 20, p. 234, 1925.
Sets forth a YES-NO instrument of twenty propositions on varied social problems. Is of assistance in suggesting specific test items of a rather ingenious nature.

57. "The Psychology of Belief" - F. H. Lund, Journal of Abnormal and Social Psychology, Vol. 20, p. 63, 1925.
Describes the results found and the instrument employed in a test to discover whether or not belief has an emotional content. The testee indicated his degree of certainty of belief about each of 30 propositions. Suggestive of specific test items and of techniques of test building.

Group G Studies in the Field of Government and Politics

58. "Construction of An Achievement Examination In American Government for Iowa High Schools" - Cecil Lewis McLaughlin, Master's Thesis, State University of Iowa, 1930.

A description of the process of construction, the basis for test items and an analytical comparison with other tests of an objective instrument in the field of government. The author's basis for the selection of material was the textbooks and courses of study in use in the State of Iowa. The test includes one test item form that is new, in the judgment of the present writer. It is a true-false statement followed by a number of generalizations by one of which the statement is proved either true or false. The testee is to indicate which generalizations bear upon the truth of the statements.

59. "A Study of the Knowledge of Government that Pupils Bring to the High School from the Eighth Grade" - Mary E. Bradt, Master's Thesis, New York State College for Teachers, Albany, N. Y., 1929.

This student prepared a new-type examination from the State Syllabi and Regents' Examinations and administered it to 248 sophomores in the Albany High School. The test covered national, state, county and local governmental informations and understandings. Her findings pointed to a superiority in achievement on the part of the boys and a greater understanding on the part of the entire group of national than of state, county or local affairs.

60. "An Inventory of Community Civics" - W. H. Burton, part of a Doctor's Thesis, "The Nature and Amount of Civic Information Possessed by Chicago Children of the Sixth Grade Level", Department of Education, University of Chicago, 1924.

This test is described in Chapter III, Group B, Item X of this study.

Group H Studies in Objective Testing Outside the Field of Government and Politics, or with Emphasis on the Field of Social Science as a Whole

61. "Tests in the Social Studies" - Alice N. Gibbons, Publications of the National Council For the Social Studies, No. 3, McKinley Publishing Co., 1926.

"A record of a city survey of social science and a curriculum revision movement in Rochester, N. Y." It contains a number of objective tests in social science, the description of the formulation of social science objectives, a description of the test construction and a valuable appendix listing the standard social science tests used in making the survey.

62. "The Social Beliefs of College Freshmen" - George J. Dudycha, School and Society, Dec. 20, 1930, pp. 846 - 849.

Discusses the results of administering a test of 25 propositions concerning social problems to a beginning college group. Helpful in suggesting a number of specific test items to the present writer. The test is in the true-false form. The article could classify under Group D of this bibliography.

63. "A Scale for Measuring Social Adequacy" - Mary Josephine McCormick, Doctor's Dissertation, Catholic University of America, Washington, D. C., 1930.

A study in objective test construction. There is a valuable discussion of test construction procedure on pp. 10 - 32. The bibliography lists much well chosen material related to objective test making.

Group I Readings to Discover Specific Test Items

64. "Textbook in Citizenship" - R. O. Hughes, Allyn and Bacon, 1928.

A readable presentation of community, economic and vocational civic understandings. In quite common use as a basic text. The present writer read it to check the accuracy of his own civic information, to discover material for specific test items, and to get suggestion as to the proper language level upon which to build his tests. This book is a clear illustration of the failure of orthodox texts to grapple with vital problems. It avoids controversial material but does suggest mildly disputatious topics for class discussion.

65. The "Time" Magazine for the years 1932 and 1933, and for the year 1934 up to the date of final completion of the present study.

66. The "Literary Digest" for 1932 and 1933, and for 1934 until the date of completion of the present study.

67. "Current History" for 1933 and for 1934 until the date of completion of this study.

68. "The Nation" for 1933 and for 1934 until the date of completion of this study.

69. "The Survey Graphic" for 1933 and for 1934 until the date of completion of this study.

70. "The World Almanac" - New York World Telegram, N. Y. C. for 1932, 1933 and 1934.
A helpful and reliable source of specific data of many kinds concerning governmental and political activities. It furnished the basis of many of the test items of the present study.

(Note: The magazines listed in items 65 - 69 were read to discover the bases for current test items, and to discover the extremity of opinion concerning contemporary problems of government and politics.)

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71. "Research and Thesis Writing" - John C. Almack, Houghton Mifflin Co., Boston, Mass., 1930.
A complete presentation of the accepted practices in the writing of graduate studies. Treats the matter very plainly and in great detail.

SUPPLEMENTARY LIST

(Note: The greater number of the references listed below are taken from the unpublished study of Norman Hunt, Item #29 in the foregoing bibliography.)

1. ALLPORT, F. H. "Measurement and Motivation of Atypical Opinion in a Certain Group." Political Science Review, '25/19/735

2. BARR, A. S. "Measurement in Civics." Historical Outlook, '26/17/24

3. BREEZE, R. E. "What Constitutes Good Citizenship?" School Review, '24/32/534

4. CHASSELL, C. E., UPTON, S. M., and CHASSELL, L. M. "Short Scales for Measuring Habits of Good Citizenship." Teachers College Record, '22/23/57. (Present writer's note. The Chassell Scales are now out of print and the above reference is one source that describes a rather noteworthy test building experiment.)

5. FREDERICK, K. A. "An Investigation into Some Social Attitudes of High School Pupils." School and Society, '27/25/410.

6. GISP, N. P. "Student Antipathies and the Cure." Educational Review, '28/75/303.

7. HARPER, M. J. "Social Beliefs and Attitudes of American Educators." Teachers College Contributions to Education, '27/294.

8. JONES, E. S. "Opinions of College Students." Journal of Applied Psychology, '26/10/427.

9. MAY and HARTSHORNE "First Steps Toward a Scale for Measuring Attitude." Journal of Educational Psychology, '26/17/145

10. MAY and HARTSHORNE "Objective Methods of Character Measurement." Pedagogical Seminar, '25/32/45

11. NEUMAN, G. B. "A Study of International Attitudes of High School Pupils." Teachers College Contributions to Education, '26/299.

12. ORATA, P. T. "Race Prejudice." Welfare Magazine, '27/18/766.

13. STABLER, D. A. "Relation Between Civic Information Possessed by 9th Grade Pupils and Their Practice in Citizenship." School Review, '29/37/697.

14. THURSTONE, L. L. "The Theory of Attitude Measurement." Psychological Review, '29/36/222.

15. TRAVIS, R. C. "The Measurement of Fundamental Character Traits by a New Diagnostic Test." Journal of Abnormal and Social Psychology, '25/19/400.

16. TRYON, R. M. "Standard and New Type Tests in the Social Studies." Historical Outlook, '27/18/172.

17. UPTON, S. M., and CHASSELL, C. F. "A Scale for Measuring the Importance of Habits of Good Citizenship." Teachers College Record, '19/20/36.

18. VOELKER, P. F. "The Function of Ideals in Social Education." Teachers College Contributions to Education, '21/112.

Holmes, Roger F.
An inventory test of American gov't. and politics for....

Holmes, Roger Franklin
An inventory test of American government and politics for high school seniors.